DOCUMENT RESUME

ED 163 220 08 CE 018 746

TITLE	FY 1979 South Carolina State Plan for Vocational-Technical Education.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	17 Oct 78
NOTE	551p.; Not available in hard copy due to reproducibility problems
EDRS PRICE	MF-$1.00 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Education; Educational Objectives; Educational Philosophy; *Educational Planning; Educational Strategies; Postsecondary Education; *Program Administration; Program Descriptions; Program Design; Program Planning; Secondary Education; Special Education; *State Departments of Education; *Technical Education; *Vocational Education
IDENTIFIERS	*South Carolina

ABSTRACT

South Carolina's State Plan for Vocational-Technical Education is presented. Part I contains an overview of South Carolina's population, present economy, and economic forecast for 1985. South Carolina's philosophy, mission, and major vocational education system goals are described in Part II. Part III discusses the organization and governance of the state's educational system, including the State Board of Education, the State Board for Technical and Comprehensive Education, Office of the Governor (manpower division), and other state agencies and institutions. Part IV presents the State's general policies and administrative provisions for local advisory councils, State Plan Planning Committee, public information, local applications, financial management, and program evaluation. Part V describes program administration and planning, including employment data preparation, annual program plan summary for vocational education Fiscal Year (FY) 1979, five-year plan summary for vocational education FY 1979-1982, and FY 1979 through 1982 Program Plans (Basic Grants, Program Improvement, Special Programs for Disadvantaged, Consumer and Homemaking Education) and Youth Organizations. Parts VI, VII, VIII, and IX provide information on public hearings, coordination of program funds under Public Law 94-482 and manpower training programs, compliance of the State Plan with the provision concerning equal access to programs by both men and women, and the participation of local advisory councils in program planning. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163220

FY 1979

SOUTH CAROLINA STATE PLAN

for

Vocational - Technical - Vocation

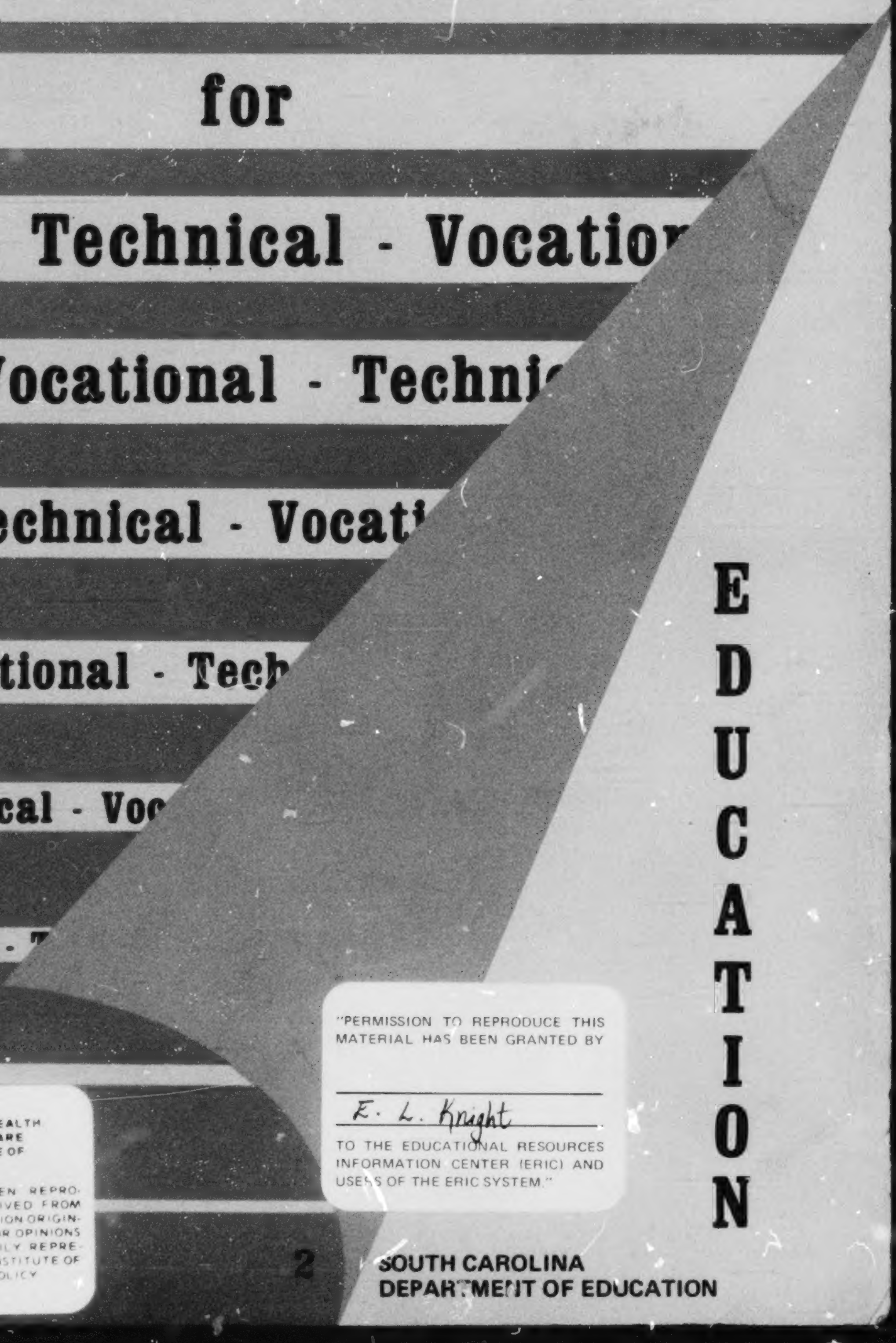
Technical - Vocational - Technic

Vocational - Technical - Vocati

Technical - Vocational - Tech

Vocational - Technical - Voc

Technical - Vocational - T



EDUCATION

CE 018 746

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

1979 Annual Program Plan for the
Administration of Vocational Education
Under Title II of the Education
Amendments of 1976, (P.L. 94-482)

Submitted by the State of South Carolina

Adopted by State Board for vocational Education
(Name of State Board)

On June 9, 1978
(Date)

To be completed by the Office of Education:

Received by the Office of Education: June 20, 1978
(Date)

Effective date of State Plan: July 1, 1978
(Date)

Approval recommended: Charles H. Buzzell
(Acting Deputy Commissioner for Occupational and Adult Education)

Approved:
(U.S. Commissioner of Education)

Date Approved: SEP 28 1978

GENERAL APPLICATION

The State Board, which is the State Board for Vocational Education, in South Carolina desires to participate in vocational programs authorized by Public Law 94-482 as approved on October 12, 1976. Also this Board desires to receive the maximum Federal funds, for which it is eligible in any fiscal year, pursuant to this Act and in receipt of such funds gives assurance that:

1. this State will provide for such methods of administration as are necessary for the proper and efficient administration of the Act;

2. the State Board will cooperate with the State Advisory Council on Vocational Education in carrying out its duties pursuant to Section 105 and with the agencies, councils, and individuals specified in Sections 107 and 108 of the Act to be involved in the formulation of the Five-Year State Plan and of the Annual Program Plans and Accountability Reports;

3. this State will comply with any requests of the Commissioner for making such reports as the Commissioner may reasonably require to carry out his functions under this Act;

4. Federal funds will be distributed to eligible recipients on the basis of annual applications which --

    a. have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and (ii) with the local advisory council required to be established by this Act to assist such recipients,

    b. (i) describe the vocational education needs of potential students in the area or community served by the applicant and indicate how, and to what extent, the program proposed in the application will meet such needs, and (ii) describe how the findings of any evaluations of programs operated by such applicant during previous years, including those required by this Act, have been used to develop the program proposed in the application,

    c. describe how the activities proposed in the application relate to manpower programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973, if any, to assure a coordinated approach to meeting the vocational education and training needs of the area or community, and

    d. describe the relationship between vocational education programs proposed to be conducted with funds under this Act and other programs in the area or community which are supported by State and local funds;

and that any eligible recipient dissatisfied with final action with respect to any application for funds under this Act shall be given reasonable notice and opportunity for a hearing;

5. a. this State shall, in considering the approval of such applications, give priority to those applicants which --

   (1) are located in economically depressed areas and areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without Federal assistance, and

   (2) propose programs which are new to the area to be served and which are designed to meet new and emerging manpower needs and job opportunities in the area and, where relevant, in the State and the Nation; and

   b. this State shall, in determining the amount of funds available under this Act which shall be made available to those applicants approved for funding, base such distribution on economic, social and demographic factors relating to the needs for vocational education among the various populations and the various areas of the State, except that --

   (1) this State will use as the two most important factors in determining this distribution (i) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low-income families or individuals within such agencies, and (ii) in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low-income families, and students from families in which English is not the dominant language; and

   c. this State will not allocate such funds among eligible recipients within the State on the basis of per capita enrollment or through matching of local expenditures on a uniform percentage basis, or deny funds to any recipient which is making a reasonable tax effort solely because such recipient is unable to pay the non-Federal share of the cost of new programs;

6. Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the Act, and in no case supplant such State or local funds;

7. this State will make provision for such fiscal control and fund accounting procedures as may be necessary to secure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act);

8. funds received under this Act will not be used for any program of vocational education (except personnel training programs under section 135, renovation programs under subpart 4 of part B, and homemaking programs under subpart 5 of this part which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation;

9. this State has instituted policies and procedures to insure that copies of the State plan and annual program plan and accountability report and all statements of general policies, rules, regulations, and procedures issued by the State Board and by any State agencies to which any responsibility is delegated by the State Board concerning the administration of such plan and report will be made reasonably available to the public; and

10. the funds used for purposes of section 110(a) are consistent with the State plan submitted pursuant to section 613(a) of the Education of the Handicapped Act.

Further the State Board also assures that:

a. it will cooperate with the Administrator of the National Center for Education Statistics, HEW, in supplying information and complying in its reports with the information elements and definition requirements, as specified in section 161(a) of the Act.

b. Indian tribal organizations receiving funds under the Commissioner's discretionary programs, under authority of section 103(a) (1) (B) of the Act, will not be excluded from participation in vocational education programs administered by the State.

SOUTH CAROLINA STATE BOARD FOR VOCATIONAL EDUCATION

By: Cyril B. Busbee
State Superintendent of Education and
Secretary of the State Board

6/10/77
Date

SOUTH CAROLINA STATE BOARD OF EDUCATION

ANNUAL VOCATIONAL-TECHNICAL EDUCATION STATE PLAN

FISCAL YEAR 1979

CERTIFICATION BY THE STATE BOARD OF EDUCATION

In compliance with the requirements of Public Law 94-482, the State Board certifies that:

1. Each of the agencies, councils and individuals has been afforded the opportunity to be involved in the formulation of this plan.
2. All recommendations made by members of the designated planning group were accepted and incorporated into the plan.
3. Meetings of the planning group were convened by the State Board as follows:
   - (a) First meeting - January 25, 1978
   - (b) Second meeting - April 20, 1978
   - (c) Third meeting - May 12, 1978
4. Reasonable notice and opportunity was afforded citizens throughout all regions of the State to attend public hearings for State Plan development (refer to pages 457-461 for method used and results).
5. Eligible recipients within the State were notified of the responsibility to establish local advisory councils.
6. Eligible recipients receiving assistance under the Act to operate vocational education programs have established local advisory councils.
7. The development of this plan was coordinated with required agencies, councils and individuals.
8. This plan has been adopted by the State Board and constitutes the basis for the operation and administration of vocational education programs in South Carolina.

R. H. Burton
Chairman of State Board

6/9/78
Date

Cyril B. Busbee
Cyril B. Busbee
State Superintendent of Education
(Secretary of the State Board)

6/9/78
Date

SOUTH CAROLINA STATE BOARD OF EDUCATION

ANNUAL VOCATIONAL-TECHNICAL EDUCATION STATE PLAN

FISCAL YEAR 1979

CERTIFICATION OF PLANNING COMMITTEE MEMBERS

In compliance with the requirements of Public Law 94-482, I hereby certify that I have been afforded the opportunity to actively participate in formulating the Annual Plan for Vocational-Technical Education in South Carolina.

Helen G Stuart
Mrs. Helen G. Stuart, Member
S. C. Advisory Council on Vocational
and Technical Education

4/7/78
Date

Emily T. Owens
Dr. Emily T. Owens, Chief Supervisor
Office of Vocational Education
(Secondary Education)

5/22/78
Date

Alan S Krech
Mr. Alan S. Krech, Coordinator of Research
S. C. Commission of Higher Education

5/12/78
Date

Boston Johnson
Mr. Boston Johnson, Vocational Teacher
Leavell-McCampbell High School

5/12/78
Date

Don Ford
Mr. Don Ford, Supervisor
Office of Governor's Manpower Division

6/6/78
Date

Donald L. Crolley
Dr. Donald L. Crolley, Superintendent
Lancaster County School Area Four

5/12/78
Date

Calvin A. Cooper
Mr. Calvin A. Cooper, Director of Personnel
Clinton Mill

5/12/78
Date

Wm. Cecil Walters
Dr. Wm. Cecil Walters, Coordinator,
Curriculum and Instruction
State Board for Technical and
Comprehensive Education

5/12/78
Date

CERTIFICATE OF DELEGATION OF RESPONSIBILITIES

State of South Carolina

FY 1979

It is hereby certified that the State Board of Education has made a grant of $846,550 to the State Board for Technical and Comprehensive Education to conduct post-secondary and adult vocational programs. This grant is used to support programs, in accordance with an application submitted by Technical Education, as approved by the Office of Vocational Education.

Additionally, the State Board of Education has made a grant of $10,440 to the State Board for Technical and Comprehensive Education to conduct Energy Education in accordance with Section 120 (b) (1) (D), Public Law 94-482.

The State Board of Education delegates full authority and responsibility to the State Board for Technical and Comprehensive Education for the supervision, evaluation, and reporting of all training conducted through these grants to this Board, in accordance with the Annual and Five-Year State Plan for Vocational-Technical Education and the requirements of Public Law 94-482.

By:

June 9, 1978
Date

Cyril B. Busbee
Cyril B. Busbee, Executive Officer
State Board of Education

SOUTH CAROLINA STATE BOARD OF EDUCATION

ANNUAL VOCATIONAL-TECHNICAL EDUCATION STATE PLAN

FISCAL YEAR 1979

CERTIFICATION BY ATTORNEY GENERAL, STATE OF SOUTH CAROLINA

In compliance with the requirements of Public Law 94-482, I hereby certify that:

1. The South Carolina State Board of Education is the sole State Agency which has authority under State Law to submit this plan and to administer or supervise the administration of vocational education.
2. All the plan's provisions with respect to the use of funds under the Act are not in conflict with State Law and can be carried out by the State.

Daniel R. McLeod, Attorney General
State of South Carolina
Deputy Attorney General

6/7/78
Date

SOUTH CAROLINA STATE BOARD OF EDUCATION

ANNUAL VOCATIONAL-TECHNICAL EDUCATION STATE PLAN

FISCAL YEAR 1979

CERTIFICATION BY STATE ADVISORY COUNCIL

In compliance with the requirements of Public Law 94-482, I hereby certify that this plan was prepared in consultation with the South Carolina Advisory Council on Vocational and Technical Education.

Robert H. White
Robert H. White, Executive Director

June 7, 1978
Date

B F Godfrey
B. Frank Godfrey, Council Chairman

June 7, 1978
Date

Certificate of Public Hearings and Public Notification

State of South Carolina

I hereby certify that:

A. Notification of dates for public hearings and materials were provided as follows:

Date of Notification	Sent to	Material Provided with Notice
3/10/78	County, District and Area School Superintendents	Individual letters
	Secondary School Principals	Individual letters
	Vocational Center Directors	Individual letters
	Local Advisory Council Chairmen	Individual letters
	State Supported Colleges/ Branches	Individual letters
	Teacher Educators	Individual letters
	Technical Education Colleges/ Centers	Individual letters
	S. C. State Agencies	Individual letters
	S. C. Associations & Selected Women's Organizations	Individual letters
	S. C. American Indian Organizations	Individual letters
	S. C. Educational Association	Individual letters
	S. C. Vocational Association	Individual letters
	State Board Planning Committee	Individual letters
	Major Daily Newspapers, Radio and Television Stations	Notice and cover letter with instruction for advertizing

B. Public Hearings on the FY 1979 Annual State Plan for Vocational - Technical Education were conducted by the State Board of Education assisted by the Director, Office of Vocational Education. These hearings were held as follows:

Dates	Time	Location	Attendance
4/13/78	2:00 P.M.	Foothills AVC, Greenville	20
4/18/78	2:00 P.M.	Cooper River AVC, Charleston	27

Dates	Time	Location	Attendance
4/19/78	2:00 P.M.	Marion Mullins AVC, Marion	26
4/20/78	2.00 P.M.	J. Marion Sims Bld., Richland (Columbia)	30

C. Views Expressed:

A listing of views expressed together with the disposition taken by the State Board of Education are shown in Section V of this plan.

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

By:
Director, Office of Vocational Education

6/8/78
Date

SOUTH CAROLINA STATE BOARD OF EDUCATION

ANNUAL VOCATIONAL-TECHNICAL EDUCATION STATE PLAN

FISCAL YEAR 1979

CERTIFICATION BY CONSULTANT FOR SEX EQUALITY

In compliance with the requirements of Public Law 94-482, I hereby certify that I was afforded the opportunity to review the plan to assure equal access to vocational education programs by both men and women.

Annie S. Winstead

Annie S. Winstead, Consultant
For Sex Equity

6/6/78
Date

CERTIFICATE OF ESTABLISHMENT OF SOICC

State of South Carolina

I hereby certify that the State has established on August 25, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161(b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

9/12/77
(Date)

By:
L. L. Lewis
Director, Office of Vocational Education

State of South Carolina

James B. Edwards
Governor

Office of the Governor
Post Office Box 11450
Columbia 29211

June 13, 1978

Dr. Cyril B. Busbee
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Cyril:

The proposed South Carolina State Plan for Vocational and Technical Education for FY 1979 has been reviewed and approved in accordance with the procedures specified by the Office of Management and Budget in Circular A-95. In compliance with South Carolina Law, this review and approval has been made by the Grants and Review Unit of the State Auditor's Office and by the State Budget and Control Board. Upon the basis of the review and approval of these two groups, I hereby endorse the submission of the proposed plan to the United States Office of Education.

With warmest regards,

James B. Edwards

James B. Edwards

JBE/ge

SOUTH CAROLINA
ANNUAL STATE PLAN FOR
VOCATIONAL EDUCATION

FISCAL YEAR 1979

PREFACE

The FY 1979 State Plan represents the second year phase of the comprehensive planning effort prescribed by The Education Amendments of 1976 (Public Law 94-482), and reflects the involvement of and coordination with all agencies, organizations and individuals interested in the effective delivery of vocational-technical training programs to the people who live and work in South Carolina.

The Final Rules and Regulations (Federal Register, Vol. 42, No. 191, Section 104.222 - dated October 3, 1977) requires that the annual program plan for each fiscal year include any updating of the five-year (FY 1978 to FY 1982) State Plan considered necessary to reflect later or more accurate employment data or a different level of funding than was anticipated. During the development of the FY 1979 State Plan, the five-year State Plan updating requirements were found to be substantial and widespread, due to: 1) the impact of "The South Carolina Education Finance Act of 1977"; 2) significant improvements in the accuracy of employment demand/supply data; and, 3) the utilization of essential data (enrollment, completion, financial) from approved local applications in the planning process. Consequently, for purposes of clarity and convenience, it was determined that the FY 1979 State Plan should include a complete updating of the FY 1982 five-year State Plan.

The State Board of Education would like to express its appreciation to all agencies, organizations and individuals, within the State, who contributed in the formulation of the FY 1979 South Carolina State Plan for Vocational-Technical Education.

TABLE OF CONTENTS

PAGE NUMBER

I. Introduction
South Carolina: An Overview.................................. 1

II. Purpose.. 12
A. Philosophy.. 12
B. Mission... 13
C. Major Goals... 13

III. Organization and Governance............................. 14
A. State Board of Education.................................. 15
B. State Board for Technical and Comprehensive Education...... 22
C. Office of the Governor, Manpower Division................. 26
D. Other State Agencies and Institutions..................... 27

IV. State Administration..................................... 28
A. General Policies.. 28
B. Administrative Provisions................................. 33
1. Local Advisory Councils................................... 33
2. State Plan Planning Committee............................. 34
3. Public Information.. 36
4. Local Applications.. 36
5. Financial Management...................................... 38
6. Program Evaluation.. 69

V. Program Administration and Planning...................... 73
A. Introduction.. 73
B. Employment Data... 74
C. Annual Program Plan Summary for Vocational Ed. - FY 1979... 97
D. Five-Year Plan Summary for Vocational Ed. - FY 1979-1982... 114
E. FY 1979 through 1982 Program Plans........................ 131

Subpart 2 - Basic Grants

. Vocational Programs (includes Sec. 102(a) Set-asides.... 133
.. Secondary.. 135
.. Post-Secondary Vocational Technical Education and Adult Education (State Board for Technical and Comprehensive Education)........ 183
.. Adult (State Board of Education)......................... 223
.. Disadvantaged.. 256
.. Handicapped.. 269
. Work Study.. 281
. Cooperative Vocational Education.......................... 287
. Energy Education.. 293
. Construction.. 297
. Construction and Operation of Residential Vocational Schools........ 297

Subpart 2 - Basic Grants (continued)

PAGE NUMBER

- Sex Equality.. 311
- Placement Services.................................... 341
- Industrial Arts....................................... 345
- Support Services for Women............................ 355
- Day Care Services for Children........................ 361
- Vocational Education for Special Adult Categories.... 369

Subpart 3 - Program Improvement................ 375

- Research.. 381
- Exemplary and Innovative Programs..................... 399
- Curriculum Development................................ 413
- Vocational Guidance and Counseling.................... 431
- Teacher Education..................................... 447
- Grants to Assist in Overcoming Sex Bias.............. 457

Subpart 4 - Special Programs for Disadvantaged. 461

Subpart 5 - Consumer and Homemaking Education.. 475

Vocational Youth Organizations.......................... 501

VI Public Hearings...................................... 507

VII Coordination of Programs Funded under P. L. 94-482 and Manpower Training Programs (CETA)............ 513

VIII Compliance of the State Plan With the Provisions Concerning Equal Access to Programs by Both Men and Women.. 515

IX Participation of Local Advisory Councils.......... 517

TABLE INDEX

Table No. — Page No.

1. 1970 Population Profile: South Carolina.......... 1
2. Population by Age Groups: South Carolina.......... 2
3. Population Estimates: South Carolina.......... 2
4. Labor Force Status by Race and Sex, 1976 Annual Average.......... 5
5. Proposed Expenditure of Federal, State and Local Funds to Support Vocational-Technical Programs, Activities and Services.......... 48
6. Ranking of Eligible Recipients - FY 1979.......... 53
7. Ranking of TEC Institutions by Priority for Federal Funding Under P. L. 94-482.......... 54
8. Vocational Enrollment 1976-1977.......... 56
9. Methodology of Determining Tax Effort Ratio in South Carolina 1975-1976. 57
10. Orshansky Poverty Index of Low Income Families in South Carolina.......... 59
11. Allocation of Federal Funds by Subparts of Public Law 94-482 (FY 1979).. 61
12. Allocation of Federal Funds by Formula Factors (FY 1979).......... 64
13. Allocation of Federal Funds: Subpart 2 - Adult, P. L. 94-482 (FY 1979).. 66
14. Allocation of Federal Funds: Subpart 4 - Disadvantaged, P. L. 94-482 (FY 1979).......... 67
15. Allocation of Federal Vocational Funds to Local Technical Education Centers for Post-Secondary Education (FY 1979).......... 68
16. Projected Employment Demand (FY 1979-1982).......... 82
17. Distribution of Total Employment by Major Occupational Group - South Carolina, 1979 and Projected 1982.......... 95
18. Average Annual Employment and Job Openings by Major Occupational Group - South Carolina, 1977, 1979, and Projected 1982.......... 96
19. Summary: Fiscal Year 1979 - Annual Plan.......... 98
20. Summary: Fiscal Year 1982 Five-Year Plan (Updated).......... 115
21. Projected Secondary Enrollment and Allocation of Funds FY 1979.......... 158
22. Secondary Occupation Vocational Education Annual Plan - FY 1979.......... 160
23. Projected Vocational Enrollment Goals, FY 1979-1982.......... 171

Table Index (continued)

Table No. | Page No.

24. Projected Vocational Supply Goals, FY 1979-1982........................ 174

25. Projected Secondary Enrollment and Allocation of Funds, FY 1980......... 176

26. Projected Secondary Enrollment and Allocation of Funds, FY 1981......... 178

27. Projected Secondary Enrollment and Allocation of Funds, FY 1982......... 180

28. Projected Post-Secondary Enrollments and Funding Goals, FY 1979......... 193

29. Post-Secondary Projected Enrollment Goals, FY 1979-1982................ 201

30. Projected Post-Secondary Enrollments and Funding Goals, FY 1980......... 207

31. Projected Post-Secondary Enrollments and Funding Goals, FY 1981......... 211

32. Projected Post-Secondary Enrollments and Funding Goals, FY 1982......... 215

33. Post-Secondary Projected Supply Goals, FY 1979-1982.................... 219

34. Projected Adult Health Occupations Enrollment and Allocation of Funds... 231

35. Adult Health Occupations Annual Plan, FY 1979.......................... 232

36. Project Adult Health Occupations Enrollment Goals, FY 1979-1982......... 239

37. Adult Health Occupations Projected Supply Goals, FY 1979-1982........... 240

38. Projected Adult Health Occupations Enrollment and Allocation of Funds, FY 1980.. 241

39. Projected Adult Health Occupations Enrollment and Allocation of Funds, FY 1981.. 242

40. Projected Adult Health Occupations Enrollment and Allocation of Funds, FY 1982.. 243

41. Adult Vocational Annual Plan, FY 1979.................................. 249

42. Vocational Adult Projected Enrollment Goals, FY 1979-1982.............. 251

43. CETA Projected Enrollment Goals, FY 1979-1982.......................... 252

44. CETA Projected Supply Goals, FY 1979-1982.............................. 253

45. Vocational Education for Disadvantaged - 20%, Annual Plan FY 1979....... 264

46. Vocational Education for Disadvantaged - 20%, Five-Year Plan FY 1982.... 267

47. Vocational Education for Disadvantaged LESA (Limited English Speaking Ability), Five-Year Plan - FY 1982.................................. 268

Table Index (continued)

Table No. Page No.

48. Vocational Education for Handicapped - 10%, Annual Plan - FY 1979........ 277

49. Vocational Education for Handicapped - 10%, Five-Year - FY 1982.......... 279

49A. Work Study Annual Plan - FY 1979.. 285

49B. Work Study Five-Year Plan - FY 1982..................................... 286

50. Vocational Facilities Construction Annual Plan - FY 1979................. 307

51. Vocational Facilities Construction Five-Year Plan - FY 1982.............. 309

52. Vocational Education Enrollment Comparison - FY 1976 to 1978............. 321

53. Post-Secondary Enrollments by Sex - FY 1978.............................. 325

54. Sex Equality Annual Plan - FY 1979....................................... 333

55. Placement Services Annual Plan - FY 1979................................. 344

56. Annual Plan - Exploratory Programs - FY 1979............................. 353

57. Five-Year Plan: Exploratory Programs - FY 1982........................... 354

58. Supportive Services for Women - Annual Plan - FY 1979.................... 359

59. Day Care Services - Annual Plan - FY 1979................................ 365

60. Special Adult Categories - Annual Plan - FY 1979......................... 372

61. Program Improvement Priorities - FY 1978 to FY 1982...................... 380

62. Research Annual Plan - FY 1979... 393

63. Exemplary and Innovative Annual Plan, FY 1979............................ 410

64. Curriculum Development Annual Plan - FY 1979............................. 424

65. Vocational Guidance and Counseling Annual Plan - FY 1979................. 440

66. Teacher Education Annual Plan - FY 1979.................................. 453

67. Composite Unemployment Indicators.. 466

68. Dropout Summary 1975-1976.. 467

69. Priority Ranking of Local Educational Agencies for Federal Funding under Subpart 4 of P. L. 94-482.................................... 470

70. Vocational Education for Disadvantaged (Subpart 4) Annual Plan - FY 1979. 472

Table Index (continued)

Table No. | Page No.

71. Vocational Education for Disadvantaged (Subpart 4) Five-Year Plan - FY 1982 474

72. Consumer and Homemaking Annual Plan - FY 1979 - Projected Enrollment and Allocation of Funds 484

73. Consumer and Homemaking Annual Plan - FY 1979 487

74. Consumer and Homemaking Five-Year Plan, Projected Enrollment and Allocation of Funds - FY 1980 497

75. Consumer and Homemaking Five-Year Plan, Projected Enrollment and Allocation of Funds - FY 1981 498

76. Consumer and Homemaking Five-Year Plan, Projected Enrollment and Allocation of Funds - FY 1982 499

77. Projected Enrollment Goals for Consumer and Homemaking Education FY 1979 to FY 1982 500

78. Vocational Youth Organizations Annual Plan - FY 1979 505

CHART INDEX

Chart No. | Page No.

1. S. C. Employment-Unemployment Trends 5

2. Personal Income: S. C. - U.S 6

3. Projected Per Capita Income: S. C. - U.S 7

4. South Carolina Public Education K-12, State Administration 17

5. Vocational Education Organization 18

6. South Carolina Technical Education System 25

STATE MAP

A. S. C. Economically Depressed Areas 481

I. INTRODUCTION

A. South Carolina: An Overview

Population

In the 1970 census, South Carolina's population totaled 2,590,516 ranking it 26th among the states and the District of Columbia. The State's population is approximately 1.3% of the total population of the United States.

TABLE 1

1970 Population Profile: South Carolina

Total	2,590,516	Male	1,272,087
Urban	1,232,195	Female	1,318,429
Urban Fringe (Suburban)	(407,741)	White	1,794,430
Rural	1,358,321	Black	789,041
Farm	(111,528)	Spanish language	10,999

Source: U. S. Department of Commerce. Bureau of the Census. 1970 Census of Population.

In the 1970 population, the South Carolina median age was 24.8 years compared to 28.1 years for the United States. There were 190,960 (7.4%) people who were 65 and over, 235,764 (9.1%) under five (5) years and 719,399 (27.8%) between the ages of five (5) and seventeen (17). The remainder, 1,444,393 were between the ages of eighteen (18) and sixty-four (64).

South Carolina's total population as of July 1, 1974, was estimated to be 2,784,000.[1] This figure shows a gain of 194,000 persons or 7.5 percent over the 1970 population census. In addition to the natural increase of 115,000 persons (number of births minus the number of deaths), 79,000 persons migrated into the State during this four-year period. In contrast, during the years from 1960 to 1970, more people moved from the State than migrated into it. (Net Migration Figure for 1960-70: - 149,414).

The under five (5) year old population increased by 8,000 from 1970 to a total of 244,000 in 1974, indicating an in-migration in this group, but the percentage share of the total population represented by this group decreased from 9.1 percent in 1970 to 8.8 percent in 1974. The school age population (5-17 years old) decreased by approximately 12,000 persons to a total of 707,000 or 25.4 percent of the population. An increase was evident in the age grouping of 18-64 years and age 65 and over.

1/ Source: S. C. Budget and Control Board, Division of Research and Statistical Services.

TABLE 2

Population by Age Groups: South Carolina

	1960		1970		1974[p]	
	Number	%	Number	%	Number	%
Total	2,382,594	100.0	2,590,516	100.0	2,784,000	100.0
Under 5 years	294,913	12.4	235,764	9.1	244,000	8.8
5-17 years	697,563	29.3	719,399	27.8	707,000	25.4
18-64 years	1,239,519	52.0	1,444,393	55.8	1,615,000	58.0
65 years and over	150,599	6.3	190,960	7.4	219,000	7.9

p: provisional

Source: 1974 - U. S. Department of Commerce Current Population Reports, Series P-25, No. 539

1960 and 1970 - Decennial Censuses of Population

South Carolina's total estimated population as of July 1, 1976, was 2,847,900 persons or 9.9 percent over the 1970 population census and shows a continuation of the growth trend experienced from 1970 to 1974.

This population growth is indicative of that being experienced throughout the southern region of the country and is expected to continue in South Carolina at approximately a 1.5% annual rate of increase.

TABLE 3

POPULATION ESTIMATES [2/]

	1970 [1/]	1977	1978	1979	1980	1981	1982
Total	2,590,516	2,906,000	2,951,000	2,997,000	3,043,000	3,095,000	3,125,000
White	1,794,430	2,013,858	2,045,043	2,076,921	2,108,799	2,144,835	2,165,625
Male	891,573	999,664	1,015,144	1,030,968	1,046,792	1,064,680	1,075,000
Female	902,857	1,014,194	1,029,899	1,039,959	1,062,007	1,080,155	1,090,625
Black	789,041	886,330	900,055	914,085	928,115	943,975	953,125
Male	376,912	424,276	430,846	437,562	444,278	451,870	456,250
Female	412,129	462,054	469,209	476,523	483,837	492,105	496,875

1/ Source: 1970 Census
2/ Source: S. C. Budget & Control Board, Division of Research & Statistical Services

A recent edition of Time Magazine (March 15, 1976) contained a cover story entitled "Americans on the Move." Included in the article was a map/chart which illustrated the percentage of population gains and losses since 1970 for each state. The map/chart indicated that there has been positive population growth in all fifteen states in the southern region of the nation labeled the "sunbelt," and indicated that the largest percentage of population increase has been in the following states: Arizona, 25.3%; Florida, 23.0%; New Mexico, 12.7%; Arkansas, 10.0%; Texas, 9.3%: and South Carolina, 8.8%.

The marketing magazine, Sales Management, publishes an annual "Survey of Buying Power." The 1975 edition reports that South Carolina ranks twelfth in the nation in terms of population increase during the 1970-74 period. During the 1960-70 period, South Carolina was not ranked as one of the top twenty states in relation to population growth. The editors of the magazine concluded:

> "Significantly, although population growth rates in percentage terms are much lower now than in prior decades, several states are likely to post bigger numerical increases in this decade than in the last one. They are Florida, Texas, Arizona, Colorado, and South Carolina. Regionally, the states with the healthiest increments are in the South."

Economy 1/

In 1976, total employment in South Carolina was 1,168,000 and non-agricultural employment was 1,039,300. Personal income reached $14.66 billion.

South Carolina's industrial base, resulting from relatively large gains in both income and employment, especially from such industries as non-electric machinery, fabricated metals, wholesale and retail trade, and services and miscellaneous industries, has diversified. The State's economy is still heavily dominated by textile related products, both of the durable and the non-durable nature, but the trend toward diversification has started and continues. However, this diversification has not yet reached a level that significantly reduces the dependence of the economy on textile and textile related industries.

In 1976, 36 percent of South Carolina's total non-agricultural employment was involved with manufacturing and generated 26.4 percent of the State's total personal income.

In the durable goods component of manufacturing, non-electrical machinery was the largest employer in the State with 2.4 percent of the total non-agricultural employment, which compares to 2.6 percent for the nation. The

---

1/ Source: Governor's Conference on Economic Development, "South Carolina and a Policy of Balanced Economic Growth for the United States," December 1, 1977.

remainder of the durable goods sector is basically evenly divided among the following industries: timber and wood products; stone, clay, and glass; fabricated metals; electrical machinery; and other durables.

The State's employment is overly dependent upon the non-durable goods industries, especially textile related products. Textile mill products and apparel and other finished products combined account for 18.8 percent of South Carolina's total non-agricultural employment, compared to the U. S. average of 2.8 percent. This sector generates 11.9 percent of total personal income in the State, but only 1.3 percent in the United States. The other non-durable goods industry prominent in the State was chemical and allied products.

Of the other major industrial categories, South Carolina is generally about a percentage point below the United States average in employment, except in contract construction and in government. The national average share of employment in contract construction was 4.5 percent; in the State its share was 5.9 percent. Government employment in the nation was 18.8 percent of total employment (3.4 percent Federal and 15.4 percent State and Local), but in South Carolina, governments' share was 19.4 percent (3.4 percent Federal and 16.0 percent State and Local).

The State's per capita income continues to improve in relation to the United States. In 1976, it was $5,147, 80 percent of the national level and 93 percent of that in the Southeast. Since the mid-1960's the State's per capita income has been approximately 90 percent of that of the Southeast region. However, compared to the nation it has improved from 69 percent in the 1960's to 80 percent in 1976.

South Carolina employs in manufacturing more than 1 out of every 3 workers, as compared to less than 1 out of every 4 in the United States. In the State, 1 out of every 4 workers is employed in non-durable goods producing industries, compared to 1 out of 10 workers in the United States. Although the State's economy has diversified in the past 10 years, it is evident that the State is still extremely dependent upon the non-durable goods industry, especially textiles and related products.

CHART 1

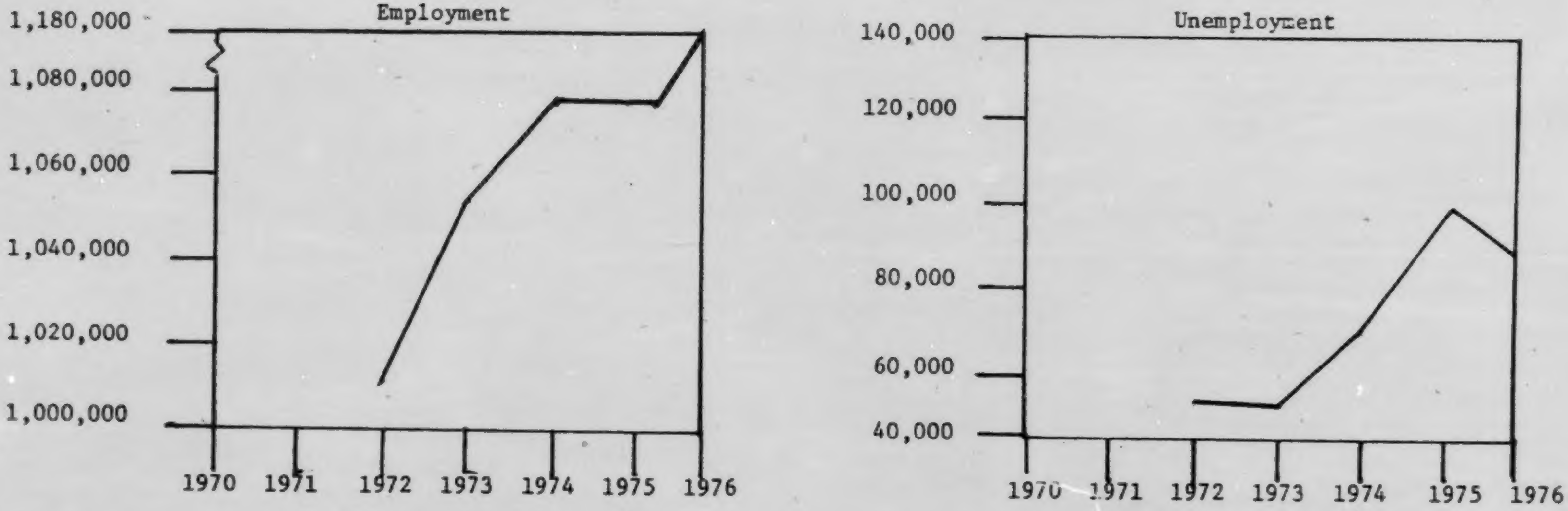


TABLE 4

LABOR FORCE STATUS BY RACE AND SEX, 1976 ANNUAL AVERAGE 1/

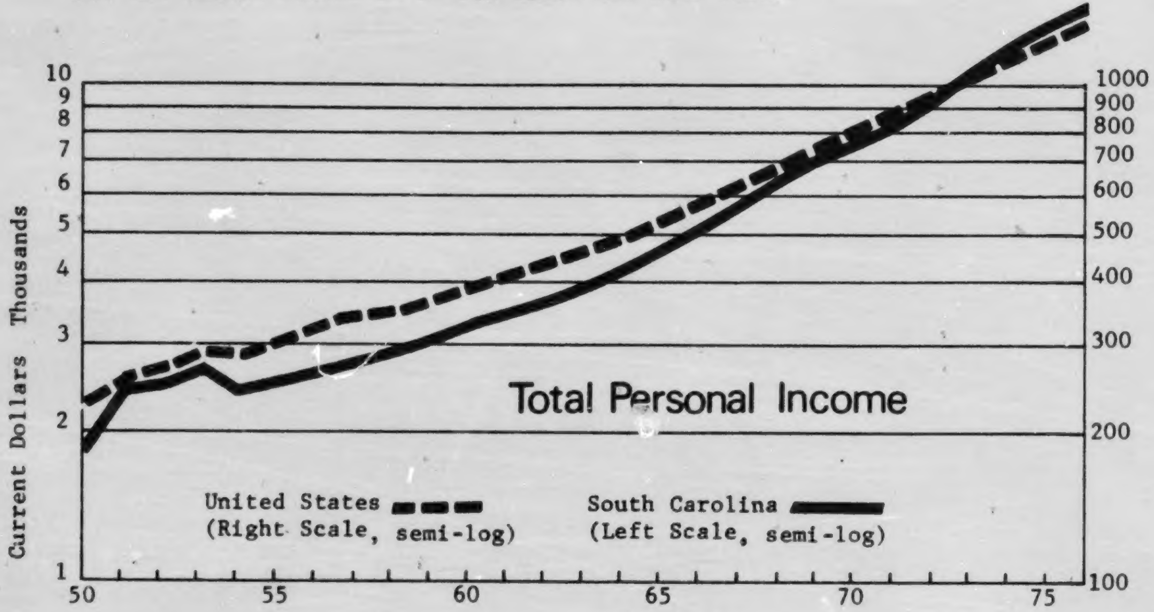
	WHITE			NONWHITE		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
Civilian Labor Force	912,300	547,200	365,100	342,700	186,100	156,600
Employment	863,900	527,000	336,900	304,100	171,100	133,000
Unemployment	48,400	20,200	28,200	38,600	15,000	23,600
Percent	5.3	3.7	7.7	11.3	8.1	15.1

1/ Source: South Carolina Employment Security Commission

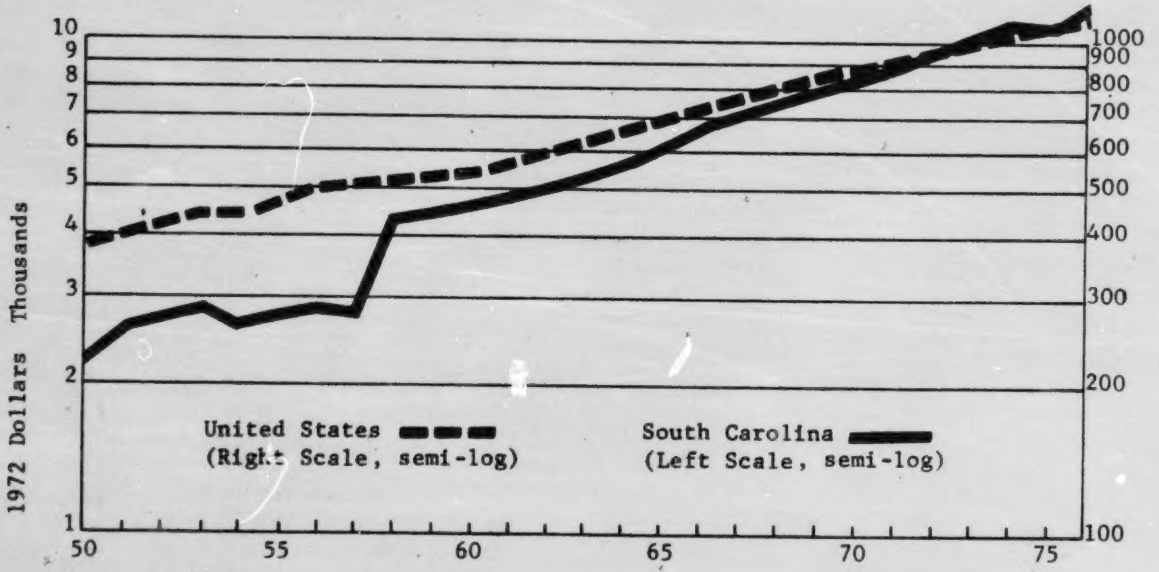
Historical

CHART 2

Total Personal Income in South Carolina is now eight times the level of 1950; for the United States it is six times the 1950 level.

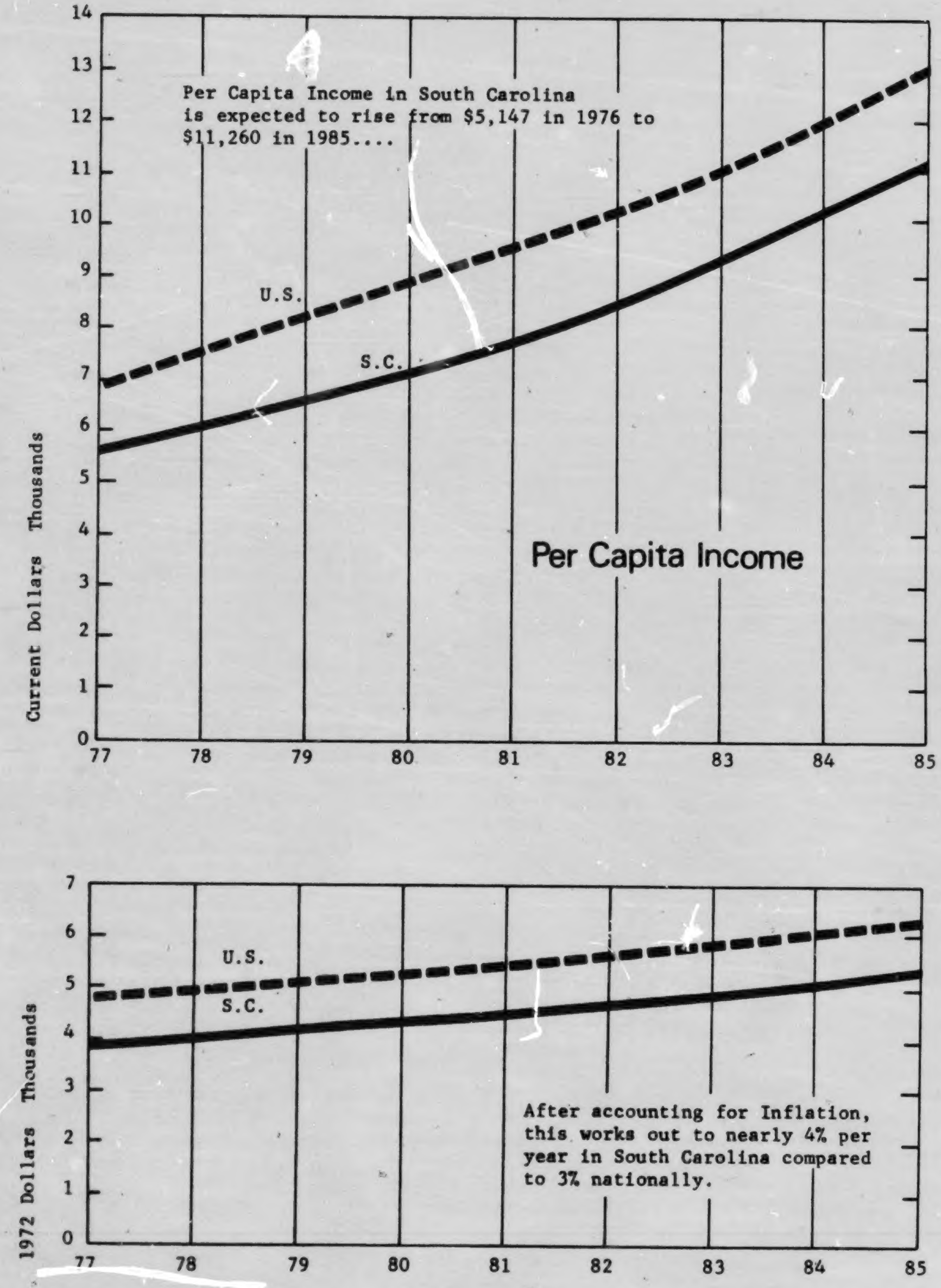


With inflation in this period up 135%, Real Personal Income in South Carolina multiplied five-fold.



Forecast

CHART 3



Per Capita Income in South Carolina is expected to rise from $5,147 in 1976 to $11,260 in 1985....

Per Capita Income

After accounting for Inflation, this works out to nearly 4% per year in South Carolina compared to 3% nationally.

A LIKELY AND HOPEFUL FORECAST:
THE SOUTH CAROLINA ECONOMY IN 1985

OVERVIEW

Under a "likely and hopeful scenario," employment opportunities in South Carolina should provide by 1985 close to one-and-one-half-million jobs in non-agricultural establishments. The jobs will attract a population greater than that envisioned in most other forecasts for the State, but one which is consistent with the economic opportunities that the resources and stage of development of the State should be able to provide.

To achieve such goals, the economy of the State and of the nation is assumed to experience continued, though occasionally uneven, strengths for the next eight years, to make successful adjustments to energy constraints, and to enjoy a higher rate of capital formation than in the recent past. Implicit also is a more rational balance of monetary and fiscal policy on the national scene, freedom from major destabilizing shocks, and moderation in the rate of inflation. These in combination allow the national economy a rate of real growth of 3 percent to 4 percent per year, and one of 4 1/2 percent to 5 1/2 percent for South Carolina from now to 1985. That then is the definition of likely and hopeful. (For alternative scenario turn to Appendix D.)

To realize this rate of growth and to have close to one-and-one-half-million non-agricultural workers employed in South Carolina--400,000 more persons than currently--the shape and mix of the State's economy will vary from its current one, and will experience a lessening of the differences that presently exist between it and the national economy in many categories.

The primary shift will be from non-durable goods to durable goods, but with the manufacturing component as a whole providing basically the same proportion of total non-agricultural jobs in the State in 1985 as in 1977. The shift, however, means greater progress toward a diversified economy and a closer parity with U. S. per capita income. Durable goods manufacturing provides for more accelerated job growth than the non-durable goods sector, and for higher incomes as well. This combination, in conjunction with shifts into other, non-manufacturing industries in the private sector, will raise per capita income in South Carolina to approximately 85 percent of the U. S., up from 80 percent currently.

OUTLOOK FOR SOUTH CAROLINA IN 1985

South Carolina's economy has been and will continue to be heavily dependent upon the non-durable goods manufacturing industries, especially those industries which are textile related. But, the proportion of total employment involved in non-durables, especially textiles, will decrease in relation to total employment in the State.

The most important sectors which will be growing proportionately faster than the non-durable goods sector--thus causing this structural shift--will be the durable goods, services, trade, and contract construction sectors. Between 1976 and 1985, total non-agricultural employment in South Carolina can be expected to grown by 43 percent. The United States should grow at a much slower pace throughout this same period. All major industrial categories in the State will grow at rates above national averages throughout the forecast period. Durable goods employment should increase at almost 7 percent annually, surpassing not only the national growth rate of durable goods employment, but growing at more than twice the rate of non-durable goods employment within the State. Total manufacturing employment in the State should increase by almost 4 percent annually, well above the national average, but lower than most other sectors in the State. This slower growth rate causes a structural shift away from manufacturing in general and non-durable manufacturing in particular.

Per capita income gains in South Carolina will continue to out-pace that of the nation. The rising per capita income in the State will be a contributing force in the shift to services and trade. As incomes increase, the proportion of income allocated to discretionary purchases such as services will increase. Thus, as the State's income increases, the wholesale and retail trade sectors and service sector will expand faster than the manufacturing sectors. The services and trade sectors have and will continue to comprise a smaller share of employment in South Carolina than in the nation, but the differential will become progressively smaller by 1985.

Construction employment in South Carolina should increase at almost three times the rate of its counterpart in the U. S. There should be a healthy demand for residential housing, both single and multi-family dwellings. In addition to normal expansion in residential construction, there will be housing needed for those attracted to the State by the increasing job opportunities. These factors together with a very strong demand for non-residential construction, reflective of the proportion of capital investment allocated for new plant construction, will contribute to a level of activity in construction closer to the boom years of the early Seventies.

POLICY IMPLICATIONS

While past increases in the relative welfare of South Carolinians is important, further efforts to attract firms to the fastest growth manufacturing industries--chemicals, rubber and plastics, instruments, and electrical machinery--and to those firms in non-manufacturing areas of rapid growth would enhance the likelihood of an even closer parity with U. S. per capita income. Currently, real per capita income in South Carolina lags about nine years behind that of the nation. By 1985, under the "likely and hopeful" forecast, however, the number of years' lag will be cut to approximately five. An objective of the development effort would be to cut this lag even further to perhaps four or three years.

A further yardstick of the growth effort would be to narrow the gap between the level of per capita income in South Carolina and in our neighboring states of Georgia and North Carolina, and in the Southeast. While per capita income is below the national average in both neighboring states, as it is in the Southeast as a whole, South Carolina currently trails the neighboring states and the Southeast by five percentage points or more in the relation to U. S. per capita income. If past trends continue, it seems likely that by 1985, per capita income in South Carolina will be nearly equal to that of Georgia and North Carolina. The real test of a sound economic development effort would be not only to match the level of per capita income in those states but to surpass it.

For one-and-a-half-million people to be employed in South Carolina in 1985 implies a development effort with two targets. The first is aimed at creating 400,000 net new jobs by 1985 to provide for a rapidly growing group entering the labor force for the first time, the result of the upsurge in the numbers of

34

young people emerging from schools and colleges. Another target is designed to bring in new industries over and above those necessary for the first category, to burnish 265,000 additional new opportunities for those already in the labor force but who will be displaced by the process of automation, by competition from other markets, by technical advance and by obsolescence. This total of 665,000 new jobs implies an overall rate from now until 1985 of 83,000 gross new jobs per year; 50,000 net new jobs per year, and 33,000 replacement jobs per year. In contrast, 58,000 gross new jobs per year were provided in this decade to date; 35,000 of these were net new jobs per year and 23,000 were replacement jobs per year. To accomplish this, South Carolina must continue to provide the economic and social climate to attract new industry, both new and new to South Carolina, and to expand its strong economic base. By stressing efforts to maintain the quality of life in South Carolina, quality of life can be reinforcing as an element in attracting new industry and in so doing maintain the quality of life in South Carolina. With such a climate, with good technical, vocational and liberal arts schools, favorable wage rates, a competitive tax structure and rates conducive to expanded investment in new sources of power, it is likely that the objective of 665,000 gross new jobs by 1985 can be achieved providing income levels leading to a richer and fuller life for native South Carolinians and those choosing to make South Carolina their home in the future.

Tomorrow, when the realization dawns that we survived the challenge by positive decisions aided by a strong, albeit uneven, economic growth, the enormity of the risk of a nopolicy strategy will take on added meaning. For our future efforts to succeed, South Carolina must now shift its priorities from providing education for its population to providing the setting to insure their employment and guarantee their tomorrows.

B. Planning Process

Education is a State responsibility as specified by the South Carolina Constitution. Within the limits established by the United States Constitution, the states exercise power over their educational affairs and establish systems for meeting the educational needs of their residents. The responsibility implies that each state should look ahead to determine future requirements for the system of public education and establish a systematic procedure for meeting these needs.

In recent years, considerable attention has been given to the utilization of planning to bring about improvement in all aspects of life, including education. As an ever-increasing rate of change continues to bring with it new demands on the educational system and as emerging trends indicate that future resources will be limited and public demand for services will be high, the need for systematic, continuous planning increases.

Long-range planning should anticipate the problems and opportunities of the future and be based on a realistic assessment of needs. In simplest terms, we can think of planning as a systematic procedure for determining where we are and where we would like to be, and how we are going to get there. Planning is, therefore, a process designed to bring about the achievement of desired goals. In general, the planning cycle contains at least the following steps: (1) assessment of unmet needs; (2) establishment of long- and short-range goals to meet the selected needs; (3) consideration of alternative policies and strategies for attaining these goals; (4) development of a plan designed to meet these goals; and (5) evaluation of the final results and the entire plan implementation process.

Planning in the public sector is inherently different from planning in the private sector. By its very nature, planning in the public sector involves public decision-making, whereas planning in the private sector does not. Production and growth goals can be established by private businesses without the involvement of individuals outside of the organization; however, the operation of the public's business, especially the establishment of goals, inherently implies public involvement. This involvement may range from individual participation at a town meeting to representative decision-making.

In the democratic society in which we live, planning in the public sector is a part of the political process. Whereas the profit and loss statement is an appropriate means of ascertaining the effectiveness of private organizations, public sector organizations have traditionally been judged by the judicious use of public funds. Therefore, as public resources are limited, the distribution of these resources must be determined by weighing available resources against competing demands in the public decision-making arena.

The conduct of public affairs through the political process is executed through a series of decisions that tend to be incremental and reactive in nature. These incremental adjustments, designed to resolve specific problems, also serve to maintain the stability of the organization. The maintenance of the stability of an organization should not be confused with the maintenance of the status quo. Persistence or maintenance of an organization refers to the ability of an organization to retain its identity and function even when it is in the process of change.

To complement decision-making which often must be, of necessity, reactive in nature, the decision-making process in the public arena also must be proactive and designed to bring about systematic change. Present-day problems, more often than not, are complex. Solutions to such problems require an emphasis on ends as well as means and goals as well as details. This dualistic approach to decision-making applies quite obviously to the governance of education. Change will continually be brought about in the educational system as a result of reacting to existing problems. But educational policy-makers must also be proactive by identifying educational goals and structuring educational programs to meet educational needs and priorities.

Throughout America, the people have chosen to govern the system of free public schools through the democratic selection of state and local boards of education. The provision of a system of public education is a state responsibility. The state boards of education in the various states have a unique role in the American system of public education: each state board of education acts on behalf of the people to determine educational policy for the state. The fundamental responsibilities of state boards of education generally center around two basic functions: (1) to provide a state system of public education meeting established standards which is available to persons residing within the state regardless of economic status, race, sex, or geographic location; and (2) to insure that the state resources allocated for the educational system are utilized in an efficient manner. Major policy decisions generallly are related to these fundamental responsibilities.

Most educators agree that planning for educational improvement at the state and local levels is an essential element in the governance and operation of the public educational system. The South Carolina State Board of Education expressed this belief as early as 1967 in the Board's Statement of Educational Philosophy. This Philosophy expresses the need for a five-year plan for educational improvement at the state level and supports the concurrent development of yearly plans at the district level based on an assessment of "achievements and shortcomings."

II. Purpose

A. Philosophy

The fundamental principle underlying the system of vocational education in South Carolina is to efficiently deliver vocational training and supportive services for meeting the identified needs of people and State manpower requirements. The system is dedicated to helping all individuals realize their vocational objective and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires, and abilities. Vocational education functions to serve all persons in South Carolina without regard to sex, race, age, social status, economic level or any other areas of discrimination.

B. Mission

The mission of agencies in South Carolina which provide vocational training and supportive services is to effectively and efficiently utilize all available resources in South Carolina so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining and supportive services which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

C. Major Goals

1. Appropriate opportunities for career awareness, exploration, and orientation shall exist for individuals of all ages and grade levels;

2. Appropriate prevocational education opportunities shall exist for all ninth and/or tenth grade students in the State;

3. Appropriate vocational education opportunities shall exist for 100% of all secondary students in the State who choose it;

4. Appropriate opportunities shall exist for vocational-technical education for post-secondary students in the State;

5. Appropriate opportunities in vocational education shall exist for out-of-school youth in the State;

6. Appropriate vocational education opportunities shall exist for adults of the State to be re-trained or to upgrade job skills;

7. Appropriate vocational education opportunities shall exist to meet the needs of the handicapped and the disadvantaged citizens of the State;

8. Innovative and model programs in vocational education and supportive services shall exist to meet manpower needs in new and emerging occupations;

9. The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men;

10. Vocational education programs and supportive services throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served;

11. Relevant vocational training and supportive services shall be readily accessible to all student populations served in all geographical areas of the State;

12. A comprehensive planning effort for coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of vocational training and supportive services to achieve articulation of vocational education programs.

38

III. Organization and Governance

Public Law 94-482 mandates that any State Board receiving Federal funds under the Act shall "set out explicitly the goals the State will seek to achieve by the end of the five-year period...including a description of these goals in terms of--

i) courses and other training opportunities...;

ii) projected enrollments of those courses...;

iii) allocations of responsibility for the offerings...;

iv) allocations of all local, State and Federal financial resources available in the State among these courses and training opportunities, levels of education, and institutions within the State..."

The formal educational experiences of citizens in South Carolina are governed by three separate governing boards. The Commission on Higher Education has responsibility for the strengthening of all the State's institutions of higher learning to the end that quality education and training beyond high school may be available to every citizen who desires it and can be expected to profit from it. The Commission on Higher Education is a coordinating body which must rely primarily on logical persuasion to gain cooperation and support. A major function of coordination is that of planning. The 17-member Commission on Higher Education, augmented by three additional members to broaden the representation as required by the Federal Legislation, has been designated as the "1202 Commission" in South Carolina, and in its planning capacity serves as the South Carolina Comission on Post-Secondary Education Planning.

The State Board for Comprehensive and Technical Education has within its jurisdiction all State-supported technical institutions and their programs. The Board has approval authority over all post-secondary vocational-technical and occupational diploma and associate degree programs financed in whole or part by State funds. The Board shall establish Statewide policies and procedures necessary to ensure educational and financial accountability for operation of technical education institutions and their programs. The Board may contract with other agencies or institutions and make such rules and regulations, including policies and guidelines, as deemed necessary to carry out its legal mandate.

The South Carolina State Board of Education has responsibility for the governance of secondary educational experiences and adult vocational experiences. The State Board of Education is the same Board for the governance of vocational education.

Likewise, supportive services, such as career education, are responsible to the State Board of Education. While operating under P.L. 93-380, Career Education is also an integral component of Vocational Education.

The Office of the Governor, Manpower Division, as Prime Sponsor, has responsibility for the administration of programs under the Comprehensive Employment and Training Act (CETA) of 1973. The role of the Prime Sponsor is to develop a comprehensive manpower program designed to meet the needs of disadvantaged, unemployed and underemployed individuals. This role includes both responsibilities in planning and implementation.

A. STATE BOARD OF EDUCATION

The State Board for Vocational Education, which is the South Carolina State Board of Education, is the sole agency responsible for the administration, or for the supervision of the administration of vocational programs consistent with State Law and in accordance with Public Law 94-482, dated October 12, 1976, hereafter referred to as "this Act". This Board has all necessary power to cooperate with the U. S. Office of Education in the administration of the State Plan. Throughout this Plan any reference to the "State Board" refers to this official Board.

1. Executive Officer Designation. The executive officer of the State Board of Education is the State Superintendent of Education, who is a Constitutional officer and is elected by popular vote of the people.

2. Duties of the Executive Officer. The duty of the Executive Officer shall be to:

   (a) serve as Secretary of the State Board of Education;

   (b) have general supervision over and management of all public school funds provided by the State and Federal Government;

   (c) organize, staff and administer a State Department of Education which shall include such divisions and departments as are necessary to render the maximum service to public education in the State;

   (d) keep the public informed as to the problems and needs of the public schools by constant contact with all school administrators and teachers, by his personal appearance at public gatherings and by information furnished to the various news media of the State;

   (e) have printed and distributed such bulletins, manuals, and circulars as he may deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and have printed all forms necessary and proper for the administration of the State Department of Education;

   (f) administer, through the State Department of Education, all policies and procedures adopted by the State Board of Education; and

(g) assume such other responsibilities and perform such other duties as may be prescribed by law or as may be assigned by the State Board of Education.

3. Authority of State Board. The 1932 South Carolina Code, Section 5283, states that the South Carolina Legislature has accepted by legislative act the Federal funds provided for vocational education and states that the State Board of Education has been designated to operate vocational education in the State. Section 5394 of the 1942 Code for South Carolina authorizes the State Board of Education to prepare, adopt, and submit plans for the approval of the U. S. Office of Education for operating vocational education in South Carolina.

4. Responsibilities of the State Board. The responsibilities of the State Board shall include the following:

(a) The coordination of the development of policy with respect to vocational programs in accordance with this Act.

(b) The coordination of the development and the submission to the Commissioner, of the Five-Year State Plan and of the Annual Program Plan and Accountability Report as required by this Act.

(c) The consultation with the State Advisory Council on Vocational Education and other appropriate State agencies, councils, and individuals involved in the planning and reporting as required by this Act.

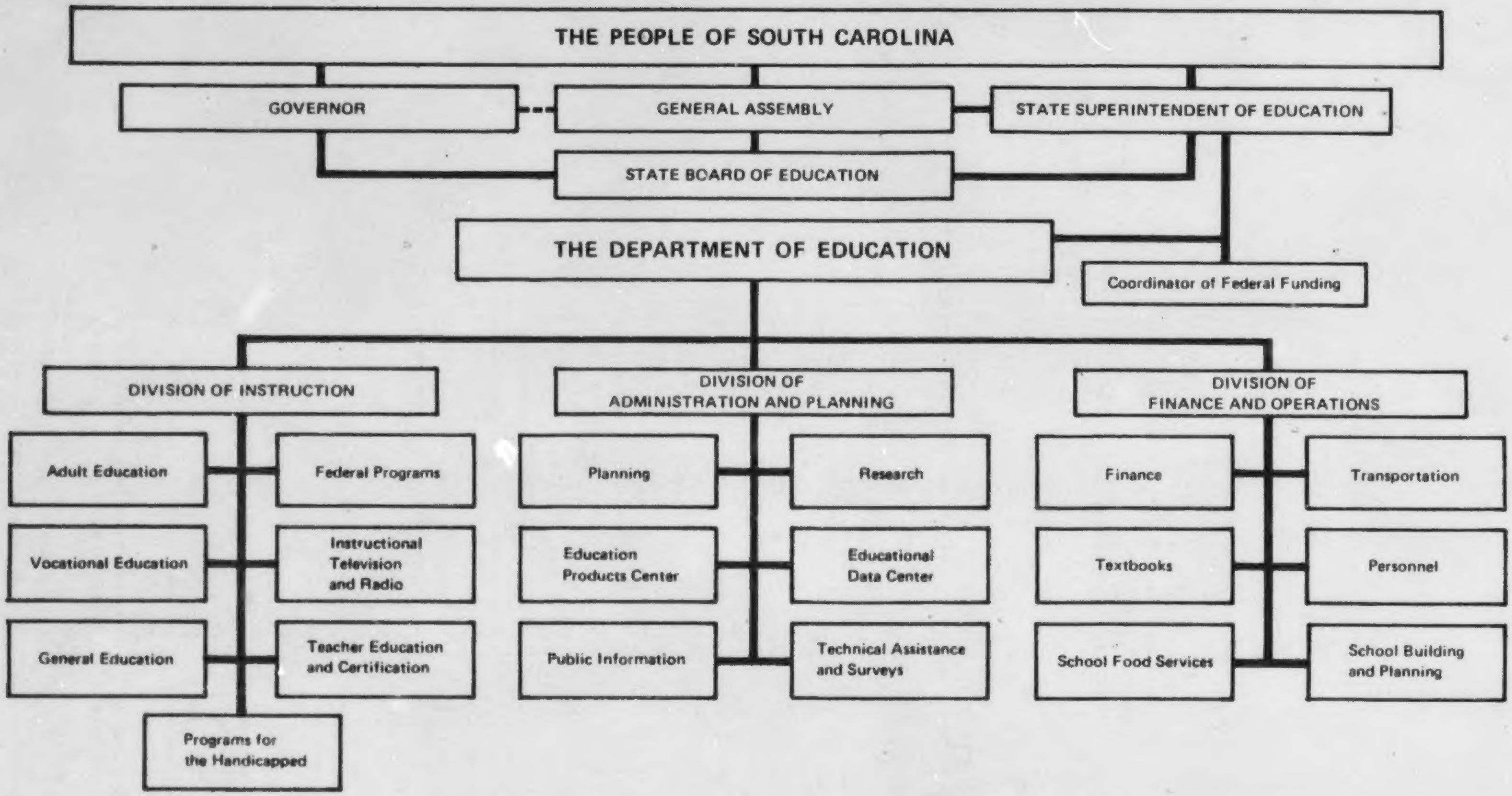
(d) The submission to the Administrator of the National Center for Educational Statistics of the information required for the national vocational education reporting and accounting system pursuant to Section 161(a) of the Act.

5. State Board Organizations. County delegation members in each of the sixteen judicial circuits select State Board members to serve from that district for a period of four years and members rotate so that each county in a judicial circuit is represented. The organizational structure of South Carolina State Department of Education is shown on Chart 1 and the Office of Vocational Education is shown on Chart 2.

6. Responsibilities and Qualifications of State Administration Supervisory Personnel (Office of Vocational Education).

a. State Director of Vocational Education. The State Director shall be responsible to the State Board, through the Executive Officer and Deputy Superintendent for the Division of Instruction, for the planning, administration, coordination, supervision and promotion of all phases of the program of vocational education in the State, and shall be the official representative of the Executive Officer in all matters pertaining to vocational education.

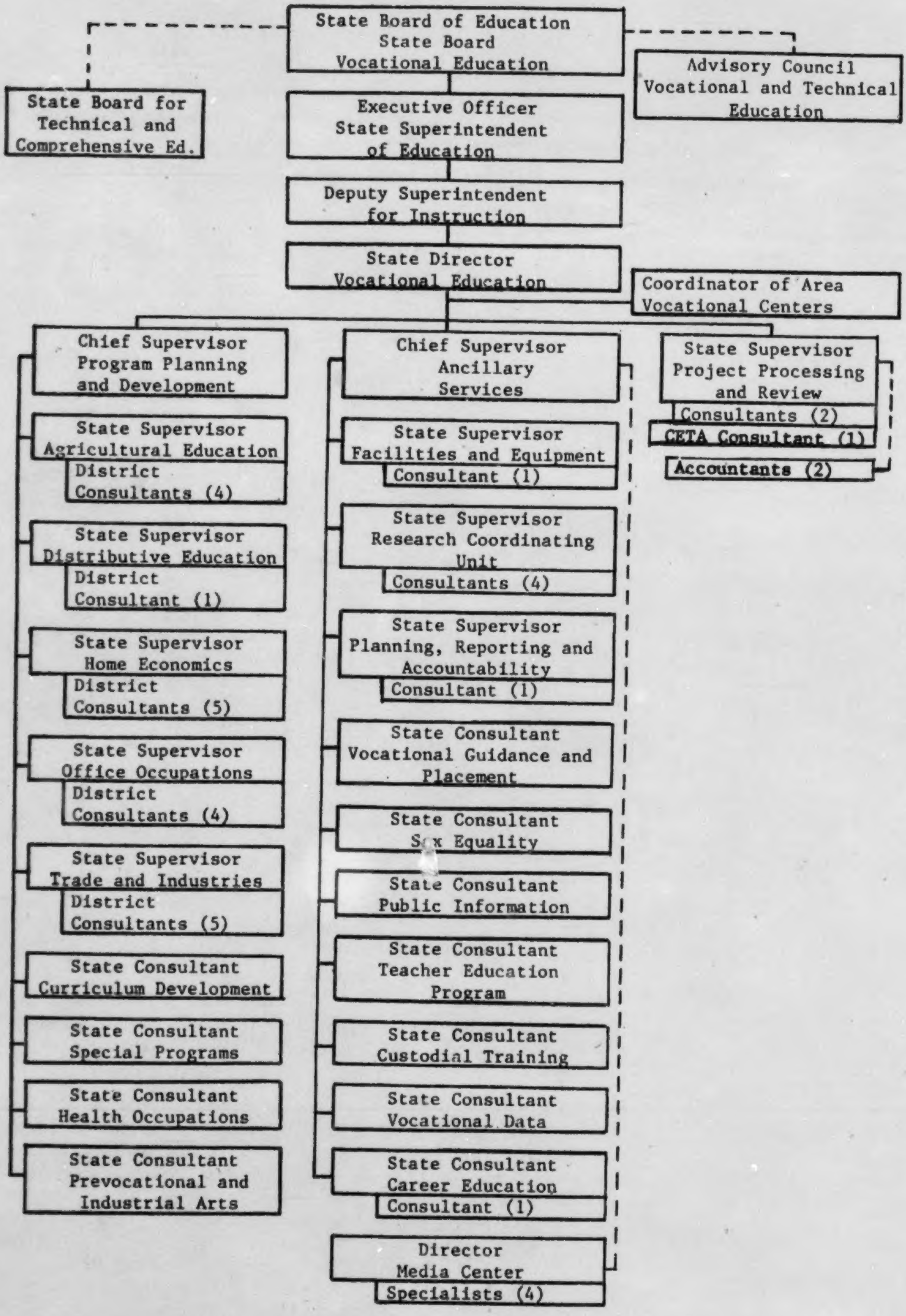
CHART 4


THE PEOPLE OF SOUTH CAROLINA
GOVERNOR
GENERAL ASSEMBLY
STATE SUPERINTENDENT OF EDUCATION
STATE BOARD OF EDUCATION
THE DEPARTMENT OF EDUCATION
Coordinator of Federal Funding
DIVISION OF INSTRUCTION
DIVISION OF ADMINISTRATION AND PLANNING
DIVISION OF FINANCE AND OPERATIONS
Adult Education
Federal Programs
Vocational Education
Instructional Television and Radio
General Education
Teacher Education and Certification
Programs for the Handicapped
Planning
Research
Education Products Center
Educational Data Center
Public Information
Technical Assistance and Surveys
Finance
Transportation
Textbooks
Personnel
School Food Services
School Building and Planning

SOUTH CAROLINA PUBLIC EDUCATION K-12
STATE ADMINISTRATION
OCTOBER 1, 1976

CHART 5

VOCATIONAL EDUCATION ORGANIZATION


State Board of Education State Board Vocational Education
State Board for Technical and Comprehensive Ed.
Advisory Council Vocational and Technical Education
Executive Officer State Superintendent of Education
Deputy Superintendent for Instruction
State Director Vocational Education
Coordinator of Area Vocational Centers
Chief Supervisor Program Planning and Development
State Supervisor Agricultural Education
District Consultants (4)
State Supervisor Distributive Education
District Consultant (1)
State Supervisor Home Economics
District Consultants (5)
State Supervisor Office Occupations
District Consultants (4)
State Supervisor Trade and Industries
District Consultants (5)
State Consultant Curriculum Development
State Consultant Special Programs
State Consultant Health Occupations
State Consultant Prevocational and Industrial Arts
Chief Supervisor Ancillary Services
State Supervisor Facilities and Equipment
Consultant (1)
State Supervisor Research Coordinating Unit
Consultants (4)
State Supervisor Planning, Reporting and Accountability
Consultant (1)
State Consultant Vocational Guidance and Placement
State Consultant Sex Equality
State Consultant Public Information
State Consultant Teacher Education Program
State Consultant Custodial Training
State Consultant Vocational Data
State Consultant Career Education
Consultant (1)
Director Media Center
Specialists (4)
State Supervisor Project Processing and Review
Consultants (2)
CETA Consultant (1)
Accountants (2)

The duties of the State Director are as follows:

1. responsible for general promotional programs for all phases of vocational education in the State;

2. responsible, through the Executive Officer and Deputy Superintendent for the Division of Instruction, to the State Board for the administration of the program of vocational education;

3. responsible for the general administration of the vocational program and the supervision of personnel in the various vocational services;

4. responsible for submitting to the State Board, through the Executive Officer and the Deputy Superintendent, the annual budget for expenditure of State and Federal funds for vocational education;

5. responsible for providing a uniform system of records for the operation of the vocational program in cooperation with the Finance Division;

6. responsible, with the assistance of the supervisors of the various services, for the preparation of the State Plan and for obtaining approval of the Plan by State Board;

7. responsible for submitting to the Finance Officer of the State Department of Education, through the Executive Officer, records and reports for disbursement of all State and Federal vocational funds;

8. responsible, with the assistance of the supervisors of the services concerned, to make recommendations to the Executive Officer for personnel to be employed in vocational education on State, district, or local levels; and

9. responsible for other duties assigned by the State Board, the Executive Officer, and/or Deputy Superintendent, Division of Instruction.

Qualifications: The State Director shall possess a Doctorate Degree with six years' experience or a Master's Degree with eight years' experience as a teacher, supervisor and/or administrator in vocational education programs and advanced training in administration, supervision, and public school finance.

b. Coordinator of Area Vocational Centers. The duties of the Coordinator of Area Vocational Centers shall include assisting the Director in the planning, administration, coordination, supervision and promotion of all phases of the program of vocational education in the State with particular emphasis given the vocational education center.

Qualifications: The Coordinator of Area Vocational Centers shall possess a Doctorate Degree with three years' experience or a Master's Degree with six years' experience as a teacher, supervisor and/or administrator in vocational education programs and advanced training in administration, supervision, and public school finance. Exceptions may be made for personnel having unique and relevant experience such as direct responsibility for the administration of vocational education programs or an equivalent combination of education and experience in lieu of specific degrees and certification requiring such degrees.

c. Chief Supervisors of Program Planning and Development, Ancillary Services, and Project Processing and Review.

The Chief Supervisors shall have the responsibility of coordinating the various functions of the Office of Vocational Education (including Program Planning and Development, Ancillary Services, and Project Processing and Review). Included in these duties shall be the supervision of the activities of the various programs and Ancillary and Project Processing personnel of the Office of Vocational Education. Major functions of the Chief Supervisor of Program Planning and Development include developing annual and projected program activities in various service areas of vocational education. Major functions of the Chief Supervisor of Ancillary Services include developing the supporting services needed to accelerate the development of efficient and effective vocational education programs. The major functions of the Project Processing and Review Chief Supervisor include developing and implementing a procedure whereby local applications for vocational education funds may be effectively and efficiently processed, and supervising the accounting procedures for State and Federal vocational education funds.

Qualifications: The Chief Supervisors shall possess a Doctorate Degree with three years' experience or a Master's Degree with six years' experience as a teacher and/or administrator in vocational education programs. Exceptions may be made for personnel having unique and relevant experience such as direct responsibility for the administration of vocational education programs or an equivalent combination of education and experience in lieu of specific degrees and certification requiring such degrees.

d. State Supervisors. The State Supervisors shall have the responsibility for the general supervision of their respective services, programs and activities organized and conducted under provisions of the State Plan.

Qualifications: The State Supervisors shall possess a Doctorate Degree with two years' experience or a Master's Degree with five years' experience as a teacher and/or administrator in vocational education programs. Exceptions may be made for personnel having unique and relevant experience such as direct responsibility for the administration of vocational education programs or an equivalent combination of education and experience in lieu of specific degrees and certification requiring such degrees.

e. State Consultants. The State Consultants under the administrative leadership of the Chief Supervisor of the appropriate section shall carry out the responsibilities for services, programs and activities in accordance with the provisions of the State Plan.

Qualifications: The State Consultants shall possess a Doctorate Degree and two years' experience or a Master's Degree with four years' experience as a teacher and/or administrator in vocational education programs. When a State license is required in specialized fields, this license must be obtained prior to employment. Exceptions may be made for personnel having unique and relevant experience such as direct responsibility for the administration of vocational education programs or an equivalent combination of education and experience in lieu of specific degrees and certification requiring such degrees.

f. District Consultants. Responsibilities of District Consultants of the various vocational services shall be instructional, supervisory, and evaluative. The Consultant staff shall:

(a) inform school administrators of the policies governing the various programs in vocational education;

(b) promote the expansion of vocational education to meet the needs of the youth and adults;

(c) work with school administrators and teachers in establishing and maintaining standards for operation of effective programs;

(d) plan and conduct in-service activities designed to improve the teaching-learning process in vocational education programs.

Qualifications: District Consultants shall possess a Master's Degree with three years' experience as a teacher and/or administrator in vocational education programs. Exceptions may be made for personnel having unique and relevant experience such as direct responsibility for the administration of vocational education programs or an equivalent combination of education and experience in lieu of specific degrees and certification requiring such degrees.

7. Delivery System. Each school district is under the management and control of the Board of Trustees as provided for by State statute and is subject to the supervision and orders of the County Board of Education (S. C. Code of Laws 1962, Section

21-221). This structure, however, is not common in all school districts, for local legislation in some cases has abolished the County Board of Education and devolved its powers and duties on the local Board of Trustees or County Council. There are ninety-two school districts divided geographically and politically among the forty-six counties of the State. All of these districts derive their power of governance from the people as indicated by the State Constitution, which provides:

> "All political power is vested in and derived from the people only, therefore, they have the right at all times to modify their form of government." (Article 1, paragraph 1, S. C. Constitution).

Thus pursuant to this Article, the people have mandated through Article IX, paragraph 3, that:

> "The General Assembly shall provide for the maintenance and support of a system of free public schools open to all children in the State and shall establish, organize and support such other public institutions of learning, as may be desirable." (Article XI, paragraph 3, S. C. Constitution.)

Consequently, educating the children of South Carolina may be said to be a State responsibility being duly delegated to the local school districts by State statute.

B. STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

The South Carolina system of technical and comprehensive education, known as "TEC", began in 1961 when the State Advisory Committee for Technical Training was appointed. Subsequently, a Statewide network of public two-year technical education centers was established under the supervision of local area commissions and coordinated by the State Advisory Committee. At the same time, special schools' industrial service programs began training work forces for new and expanding industries. These programs stimulated dramatic economic growth in South Carolina by encouraging new investment capital and related job opportunities to flow into the State's receptive atmosphere. Thereafter, technology and craft programs were expanded to meet the many comprehensive educational needs of local communities. Demands from employers and students led to the development of business and commerce, allied health, agriculture, services, and public careers curricula.

TEC became a mature Statewide system in 1972 when the South Carolina General Assembly passed Act 1268. The Act created the State Board for Technical and Comprehensive Education to replace the State Advisory Committee for Technical Training. The State Board for TEC has jurisdiction over all two-year State-supported post-secondary institutions and programs except for the University of South Carolina and Clemson Branches and Centers then in operation. Although authority was granted to add college transfer programs to TEC's increasingly comprehensive educational programs, the Act charged the State Board for TEC to continue its emphasis upon programs designed to promote economic development by serving new and expanding industry. The Act also continued a policy for local area commission and advisory committee participation and affirmed the requirement for local provision of capital facilities - all subject to State Board for TEC policy and budgetary control.

Thus, over the years, TEC has become a fully comprehensive Statewide educational system. As a unique and vital sector of higher education open to all citizens, the State TEC system exists to meet the needs of South Carolina and its people.

The State TEC system is dedicated to a philosophy of helping individuals fulfill their own worth and potential. Because people represent the greatest single resource of South Carolina, TEC is committed to providing a high quality and economically, feasible educational system that minimizes geographic, economic, academic and other barriers to post-secondary education. TEC recognized that by subscribing to an "open door" admissions policy it has an obligation to respond to the needs of each student at their level of ability and development.

Inherent in the philosophy of the State TEC system is recognition of the TEC system as a unique and vital part of higher education. TEC accepts responsibility to cooperate with other post-secondary educational institutions as well as secondary and vocational education systems to minimize undesirable duplication and to maximize resource utilization and articulation procedures. The State TEC system is organized as shown on Chart 6.

Delivery System

Legal Authority: Act 1268 of the Code of Laws of South Carolina, 1972, as amended by Act 654 of the Code of Laws of South Carolina, 1976.

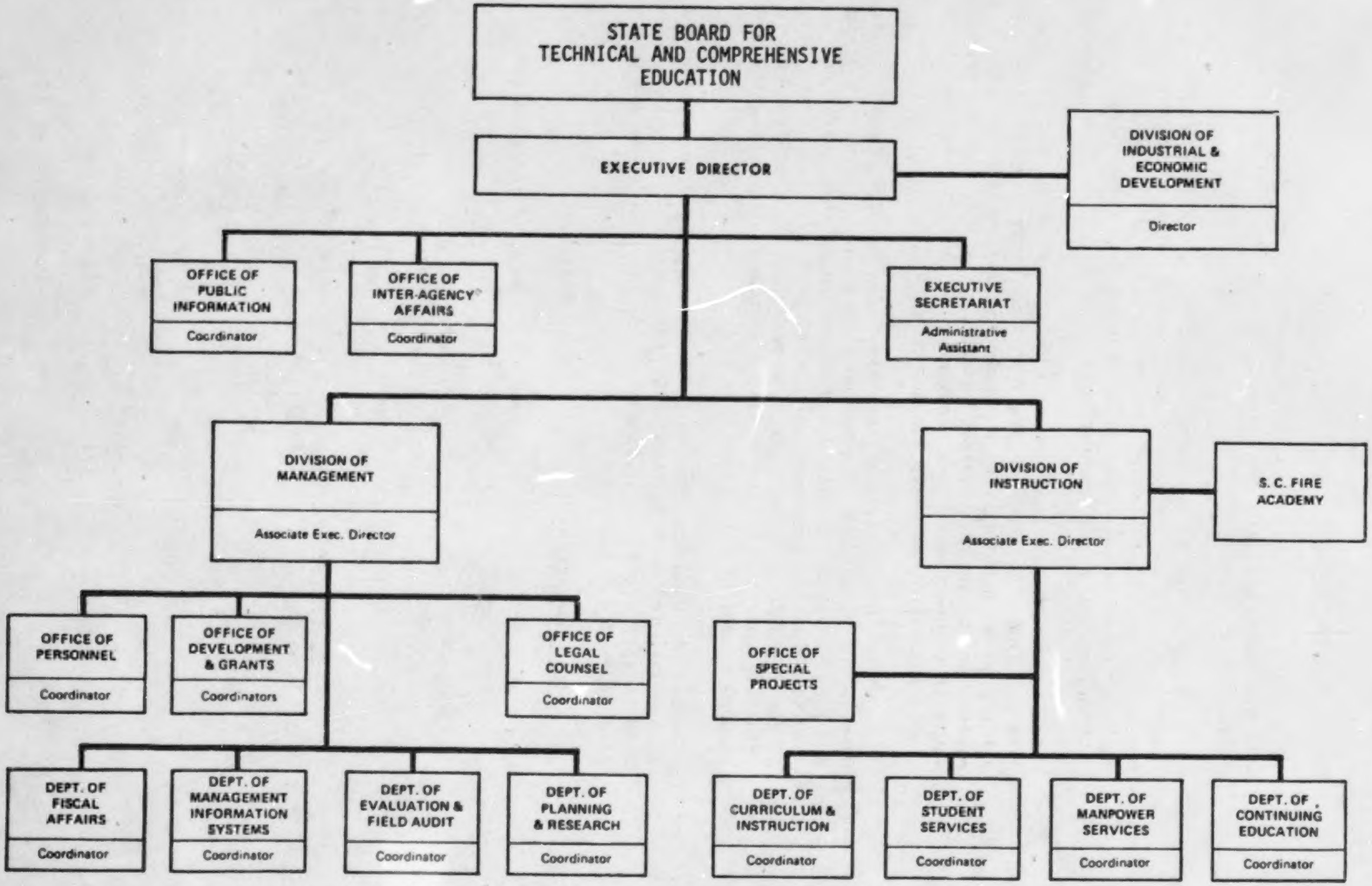
The State TEC system is characterized by its successful blending of local governance of the individual institutions by Area Commissions, and Statewide coordination, budgetary control, and support by the State Board for TEC. Working closely together since establishment of the system in 1961, The Area Commissions and the State Board for TEC enjoy a harmonious relationship based on ingenuity, innovation, cooperation, mutual respect and understanding of the essentiality of each and the significance of their shared responsibilities for administering a unique and complex program of educational and industrial services which is vital to the economic growth and development of South Carolina.

Act 1268 of the Acts of 1972, as amended by Act 655 of 1976, which established the State Board for Technical and Comprehensive Education and specifies its purposes, functions and authority, provides for continuation of the established policy of full participation at the local level in programs subject to State level policy and budgetary control through the State Board for TEC.

Within the State TEC system, fifteen of the sixteen TEC institutions operate under local Area Commissions. Denmark TEC receives no county funding and as a result has no local Area Commission but instead, reports directly to the State Board for TEC. Shown below are the TEC institutions and the counties providing financial support for their operations.

Institutions	Supporting Counties
Aiken TEC	Aiken
Beaufort TEC	Beaufort
Chesterfield-Marlboro TEC	Chesterfield, Marlboro
Florence-Darlington TEC	Florence, Darlington
Greenville TEC	Greenville
Horry-Georgetown TEC	Horry, Georgetown
Midlands TEC	Richland, Lexington
Orangeburg-Calhoun TEC	Orangeburg, Calhoun
Piedmont TEC	Greenwood, Abbeville, Laurens, Newberry, McCormick, Saluda, Edgefield
Spartanburg TEC	Spartanburg
Sumter TEC	Kershaw, Lee, Clarendon, Sumter
Tri-County TEC	Anderson, Oconee, Pickens
Trident TEC	Berkeley, Charleston, Dorchester
Williamsburg	Williamsburg
York	York

CHART 6


STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
EXECUTIVE DIRECTOR
DIVISION OF INDUSTRIAL & ECONOMIC DEVELOPMENT
Director
OFFICE OF PUBLIC INFORMATION
Coordinator
OFFICE OF INTER-AGENCY AFFAIRS
Coordinator
EXECUTIVE SECRETARIAT
Administrative Assistant
DIVISION OF MANAGEMENT
Associate Exec. Director
DIVISION OF INSTRUCTION
Associate Exec. Director
S. C. FIRE ACADEMY
OFFICE OF PERSONNEL
Coordinator
OFFICE OF DEVELOPMENT & GRANTS
Coordinators
OFFICE OF LEGAL COUNSEL
Coordinator
OFFICE OF SPECIAL PROJECTS
DEPT. OF FISCAL AFFAIRS
Coordinator
DEPT. OF MANAGEMENT INFORMATION SYSTEMS
Coordinator
DEPT. OF EVALUATION & FIELD AUDIT
Coordinator
DEPT. OF PLANNING & RESEARCH
Coordinator
DEPT. OF CURRICULUM & INSTRUCTION
Coordinator
DEPT. OF STUDENT SERVICES
Coordinator
DEPT. OF MANPOWER SERVICES
Coordinator
DEPT. OF CONTINUING EDUCATION
Coordinator

6/8/1977

C. OFFICE OF THE GOVERNOR, MANPOWER DIVISION

The Office of the Governor, Manpower Division, is Prime Sponsor with the responsibility for the administration of programs under CETA.

The role of the Prime Sponsor under the Comprehensive Employment and Training Act of 1973 is to develop a Comprehensive Manpower Program to meet the needs of disadvantaged, unemployed and underemployed individuals. This role includes both responsibilities in planning and in implementation.

The Prime Sponsor must demonstrate effective methods for collecting data and assessing needs in order to provide meaningful training activities. These activities should include creation of job opportunities, skill training, general education, and the necessary supportive services which are needed to enable the individuals to secure employment at their maximum capacity.

The legislation requires that the Prime Sponsor appoint a State Manpower Services Council composed of representatives from State and local agencies, business and labor, local governments and community-based organizations. The Council will review the plans of the Prime Sponsor and make recommendations to ensure a more effective coordination of available resources in meeting the overall Manpower needs of the State.

After the planning process is finalized, the Prime Sponsor is accountable for ensuring that all programs are implemented and conform to the Federal regulations. These two objectives are accomplished by the following:

Field Operations	Contracting
	Technical Assistance
	Monitoring
	Evaluation
	Modification
Management Information	Data Collection
	Record Monitoring
Planning	Data Analysis
	Program Evaluation
	Program Recommendations
Finance	Financial Compliance
	Financial Analysis

Therefore, successful efforts in planning and implementation will provide a comprehensive manpower program to the disadvantaged citizen of South Carolina and will meet the purposes of the CETA legislation.

Criteria developed to avoid duplication between manpower training programs and vocational education programs include the following:

1. Participation of the Office of Vocational Education on the State Manpower Service Council.

2. Participation of a representative from the Office of the Governor, Manpower Division on the State Vocational Education Planning Committee.

3. Coordination of program planning by Local Educational Agencies with CETA.

4. The utilization of a common manpower data base, provided by the S. C. Employment Security Commission, for program planning by the Office of Vocational Education and CETA.

DELIVERY SYSTEM

The State Board for Technical and Comprehensive Education (TEC) provides the primary delivery system for vocational training funded through CETA. The Prime Sponsor selected TEC for this responsibility because of their long-standing involvement in manpower training and because of their place in the community in meeting the skill needs of business and industry. The wide range of training alternatives makes this educational institution a necessary delivery agency.

Specific reviews provided by TEC are: orientation and assessment, counseling, coaching, developmental education, classroom training referrals and limited follow-up. This training is conducted in the TEC facilities as shown on Chart 6.

The Prime Sponsor also sub-contracts with the S. C. State Department of Education, Office of Vocational Education, to provide vocational training in selected skill shortage occupations where a TEC facility was not located or did not have the required training capabilities.

Since the vocational training requirements vary, classes are negotiated through regional planning boards located throughout the State. The responsibility for the allocation of funds and evaluation of the training received rests with the Prime Sponsor.

D. Other State Agencies and Institutions.

The Office of Vocational Education, State Department of Education will contract with other State agencies and institutions to provide and supervise vocational programs and services subject to the policies of the local agency or institution and in compliance with the State Plan for Vocational Education. Such agencies include:

1. State Department of Vocational Rehabilitation

2. State Department of Corrections

3. State Department of Mental Retardation

4. State Department of Mental Health

5. Division of Youth Services

6. South Carolina Opportunity School

7. South Carolina School for the Deaf and Blind

IV. STATE ADMINISTRATION

A. General Policies

1. The State Board shall establish policies to administer vocational programs in compliance with Federal and State laws. These policies may be found in the State Plan for Vocational Education and other State Board approved documents.

2. The State Board of Education shall cooperate fully with all appropriate agencies, councils and individuals in carrying out duties pursuant to Vocational Education in South Carolina.

3. The State Board shall comply with any requests of the Commissioner of Education for making such reports as the Commissioner may reasonably require to carry out his functions under Public Law 94-482.

4. Each local educational agency as designated in Public Law 94-482, Section 106(a)(4) shall submit an annual plan for vocational education programs. This local plan shall include a description of the proposed annual and long-range plan for vocational education and shall serve as an application for State and Federal funds. In addition, it shall serve as an instrument to assist the school to reach the objectives for vocational education and as a basis for program evaluation by the State Board and State Advisory Council.

   a. The local plan application shall be developed annually in consultation with:

      (1) representatives of educational and training resources available in the area;

      (2) local advisory council which includes appropriate representation of both sexes who can provide advice on current job needs, relevancy of courses being offered, and composed of members of the general public and representatives of business, industry, and labor.

b. The local plan application shall include:

(1) a description of the vocational needs of potential students in the area or community to be served indicating how, and to what extent, the program proposed will meet such needs;

(2) a description of how the findings of evaluations of programs operated during previous years, including those required by the Education Amendments of 1976 (Public Law 94-482), have been used to develop the program proposed in the application;

(3) a description of how the activities proposed in the application relate to Manpower programs conducted in the area by a Prime Sponsor established under the Comprehensive Employment and Training Act of 1973, if any, to assure a coordinated approach to meeting the vocational education and training needs of the area and community; and

(4) a description of the relationship between vocational education programs proposed to be conducted with funds under the Education Amendments of 1976 and other programs in the area or community which are supported by State and local funds.

5. The State Board shall have a staff sufficiently adequate to effectively evaluate vocational education programs, services, and activities authorized and conducted under the State Plan to the extent necessary to assure quality education in all vocational programs which are realistic in terms of actual or anticipated employment opportunities, and are suited to the needs, interests, and abilities of those being trained.

In addition to on-site team evaluations, each program designed to impart entry-level job skills shall be evaluated, by using data collected, according to the extent to which program completers and leavers are considered by their employers to be well-trained and prepared for employment. In no case shall the pursuit of additional education or training by program completers or leavers be considered negatively in these evaluations.

6. Each local educational agency's Federal allocations will be distributed on the basis of annual applications which:

a. have been developed in consultation with representatives of educational and training resources available in the area to be served by the applicant and with the local advisory council;

b. describe the vocational education needs of potential students in the area or community served by the applicant and indicate how, and to what extent, the program proposed in the application will meet such needs and describe how findings of any evaluations of programs operated by such applicants during previous years have been used to develop the program proposed;

c. describe how the activities proposed in the application relate to Manpower programs conducted in the area under CETA;

d. describe the relationship between vocational education programs proposed to be conducted with funds under Public Law 94-482 and other programs in the area or community which are supported by State and local funds.

7. Any local educational agency (dissatisfied with action of the State Department of Education with respect to approval of an application by such local agency for a grant pursuant to Public Law 94-482) shall be offered reasonable notice and opportunity for a hearing. The procedures for a hearing are:

   a. The Director, Office of Vocational Education, shall notify the appropriate official of each local education agency within fifteen days of action on an application.

   b. The local educational agency shall have ten days to notify the Director, Office of Vocational Education, of any dissatisfaction with the action.

   c. The Director shall notify the Deputy Superintendent for Instruction, in writing, of the need for a hearing if a decision cannot be reached.

   d. The written notice from the Office of the Director shall designate the time and place of the hearing and state the minimum time limitation for accepting evidence.

   e. Such hearings shall not be earlier than four weeks nor later than two months after the action is taken.

   f. The hearing shall be conducted by three disinterested staff members from the Department of Education, not associated with the administration of Vocational Education and designated by the Deputy Superintendent for the Division of Instruction. A written record of the hearing shall be made.

   g. Following any hearing, the Director, Office of Vocational Education, shall provide written notice to the local educational agency within twenty-five days of the Board's action.

8. The State Board shall, in determining the amount of funds available under Public Law 94-482 which shall be made available to those applicants approved for funding, base such distribution on economic, social, and demographic factors relating to the need for vocational education among the various populations and the various areas of the State, except that:

a. In the case of local educational agencies, the State Board shall use as the two most important factors in determining this distribution:

    (1) the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they serve,

    (2) the relative number or concentration of low-income families or individuals within such agencies.

b. In the case of other eligible recipients, the State Board shall use as the two most important factors in determining this distribution:

    (1) the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students,

    (2) the relative number of concentration of students whom they serve whose education imposes higher than average costs.

9. The State Board shall not allocate Federal funds under Public Law 94-482 among eligible recipients within the State on the basis of per capita enrollment or through matching of local expenditures on a uniform percentage basis, or deny funds to any recipient which is making a reasonable tax effort solely because such recipient is unable to pay the non-Federal share of the cost of new programs. In such cases, the burden of proof rests with local educational agencies.

10. The State Board shall ensure that Federal funds made available under Public Law 94-482 shall be so used to supplement, and to the extent practical, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in Public Law 94-482 and in no case supplant such State or local funds.

11. The State Board shall make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the State, to include such funds paid by the State to eligible recipients under Public Law 94-482.

12. The State Board shall ensure that funds received under Public Law 94-482 will only be used for programs of vocational education which can be demonstrated to prepare students for employment, are necessary to prepare individuals for successful completion of such a program, are of significant assistance to individuals enrolled in making an informed and

meaningful occupational choice as an integral part of a program of orientation and preparation; and personnel training programs, renovation programs and homemaking programs.

13. The State Board shall ensure that copies of the State Plan and Annual Program Plan and Accountability Report and all statements of general policies, rules, regulations and procedures issued by the State Board and by any State Agencies to which any responsibility is delegated concerning the administration of such plan and report, shall be made reasonably available to the public.

14. The State Board shall ensure that the funds used for handicapped programs are consistent with the State Plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act, Public Law 94-142.

15. No person on the grounds of race, sex, color, religion or national origin shall be excluded from participation in or from benefits of any vocational program, activity or service funded through the Office of Vocational Education. Nor shall any person be otherwise subjected to any illegal discrimination for any reason.

16. The State Board shall ensure that Career Education efforts are continued as appropriate to vocational education and coordinated according to policies approved by the State Board of Education as found in the State Plan for Career Education.

17. Vocational education youth organizations shall function as an integral part of the instructional program of the respective service areas and shall serve as essential teaching tools for the practical application of technical skills and knowledge in leadership, cooperation and citizenship. Activities conducted by State associations shall be consistent with State Department of Education objectives, policies, and procedures.

B. ADMINISTRATIVE PROVISIONS

1. Local Advisory Councils

a. Advisory Councils Required

Each eligible recipient receiving financial assistance under Public Law 94-482, Section 105(g), shall establish local advisory councils to advise on current job needs and relevancy of courses being offered by local educational agencies. These advisory councils shall meet no less than twice per year. Advisory Councils are encouraged for each curriculum or trade area. The specialized advisory councils shall advise the agency on the relevancy of instructional programs and materials.

b. Composition of Advisory Councils

Local advisory councils appointed under **1.a. above shall be** composed of members of the general public, especially including representatives of business, industry, and labor. In addition, it is recommended that such councils shall include representation of both sexes and of racial and ethnic minorities of the geographic area served.

1. Vocational school or administrative advisory councils which serve the entire vocational facility, shall be composed of persons especially outside the education profession chosen from the community to advise school administrators regarding the vocational program.

2. Curriculum or trade advisory councils, which serve one specialized program area, shall be composed of persons with special knowledge and experience, to serve on the advisory council that relates to the specific trade or curriculum.

3. School districts which administer health occupation programs funded under Public Law 94-482 shall have a representative of the health occupations profession serve on the local advisory council.

c. Certification of Advisory Council

1. Certification of the establishment of such council shall be made on the local application from the local educational agency or other eligible applicant. On a form provided by the Department of Education, each applicant shall:

60

a. Certify the establishment of vocational school or administrative council and where applicable, curriculum or trade advisory council for each vocational offering or program.

b. Include the names of all advisory council members together with the vocational area represented.

2. The **Chairman for the Vocational School and Administrative** Council shall certify on the local application for assistance that the local advisory council has been actively involved in preparation of the local plan and application.

2. State Plan Planning Committee

a. In formulating the Five-Year Plan the State Board of Education has involved the active participation of the following agencies or activities:

(1) Secondary Vocational Education Training Programs

(2) Post-Secondary Vocational Education Programs

(3) Community and Junior Colleges

(4) Institutions of Higher Education

(5) Local School Board or Committee as determined by State Law

(6) Vocational Education teachers as determined by State Law

(7) Local School Administrators as determined by State Law

(8) State Manpower Services Council

(9) Comprehensive planning in post-secondary education reflecting programs offered by public, private non-profit and proprietory institutions to include occupational programs at less than baccalaureate degree level.

(10) State Advisory Council on Vocational Education

b. A minimum of four (4) meetings have been held during the planning year between representatives of the State Board and representatives of the Planning Committee. The first of these meetings was held before the Plan was developed; the second meeting was held to consider the first draft of the plan; the third meeting was held to consider the Plan as re-written; and the fourth meeting was held to approve the final Plan.

c. The State Board shall have the responsibility for reaching the final decision concerning the provisions of the Five-Year Plan.

d. All Five-Year Plan recommendations rejected by the State Board, the agency, council or individual making such recommendations, and the reasons of the State Board for rejecting, shall be included as part of the certificate indicating required participation in the formulation of the Plan.

e. Any agency or council may appeal the State Board's decision on the provisions of the Five-Year Plan to the Commissioner. In such a case the Commissioner shall afford such agency or council and the State Board reasonable notice and opportunity for a hearing and shall determine whether the State Board's decision is supported by substantial evidence, as shown in the State Plan, and will best carry out the purposes of the Act. Any agency or State Board dissatisfied with a final action of the Commissioner may appeal to the United States Court of Appeals for the circuit in which the State is located in accordance with the procedure specified in Section 434(d)(2) of the General Education Provisions Act.

PROVISIONS FOR APPEAL ON FIVE-YEAR PLAN

(1) The decision of the State Board may be appealed to the Commissioner by any agency or council participating in the planning committee established in accordance with Public Law 94-482.

(2) This appeal must be made, simultaneously, in writing to the Commissioner and the Chairman of the State Board within fifteen days of the final decision of the State Board.

(3) In the case of an appeal, the Commissioner shall afford such agency or council and the State Board reasonable notice and opportunity for a hearing and shall determine whether the State Board's decision is supported by substantial evidence as shown in the State Plan, and will best carry out the purposes of the Act.

(4) Should the State Board or any agency be dissatisfied with a final action of the Commissioner, an appeal may be made to the United States Court of Appeals for the circuit in which the State is located in accordance with the procedure specified in Section 434(d)(2) of the General Education Provisions Act.

f. In formulating the Annual Program Plan and Accountability Report the State Board shall follow the same procedure required for the preparation of the Five-Year Plan with the exception that only three meetings shall be held during each fiscal year.

3. Public Information

a. Public Hearings

(1) The State Board shall conduct public hearings during the years in which a Five-Year Plan is formulated. Sufficient public notice shall be given to permit all segments of the population to give their views on the goals which should be adopted in the State Plan. All views shall be included in the Five-Year State Plan including: certification of Public Hearings with a description of how views are reflected in the Plan; and, if particular views are not reflected, set out the reasons for rejecting them.

(2) The State Board shall, during each fiscal year, conduct a public hearing after giving sufficient public notice, on the Annual Program Plan and Accountability Report in order to permit all segments of the population to give their views on the provisions of the Plan and Report. These views shall be included in the Annual Program Plan Certification of Public Hearings with a description of how such views are reflected in the Plan and Report; and, if particular views are not reflected, set out the reason for rejecting them.

(3) Sufficient public notice for the hearings indicated in (1) and (2) above shall be provided by: mailing invitations to organizations and individuals having interest in vocational education; publishing notices in major newspapers and placing announcements on television/radio throughout the State 30 days prior to the scheduled hearings.

b. The distribution of Five-Year Plan, Annual Program Plan, Accountability Report, and other statements of general policies/rules/regulations/procedures issued by the State Board shall be made with the State Department of Education and through a current mailing list to other appropriate officials and persons, including: U. S. Office of Education; State Director of Vocational Education in all states; S. C. Advisory Council on Vocational and Technical Education; Office of the Governor, Manpower Planning; S. C. State Board for Technical and Comprehensive Education; S. C. Commission on Higher Education; S. C. Employment Security Commission; S. C. Department of Vocational Rehabilitation; S. C. State Supported Colleges; American Vocational Association; S. C. Vocational Association; S. C. School District Superintendents; S. C. Area Vocational Center Directors; and other organizations/individuals on a request basis.

4. Local Applications

The Local Plan Application serves as the local proposal for use of Federal, State, and local vocational education funds for the ensuing Fiscal Year, as the long-range (Five-Year) Plan for Vocational Education, and as the agreement between the State Board of Education and the local school district or other eligible recipient.

a. Procedures for Local Applications Review and Approval

(1) Application forms for vocational education programs are distributed to each local educational agency by the Office of Vocational Education (See Appendix, State Plan).

(2) The local educational agency may secure assistance with the preparation of the local plan application from the vocational education staff in the Office of Vocational Education.

(3) The local educational agency shall submit three (3) copies of its local plan as an application to the Director, Office of Vocational Education, no later than December 1 prior to the fiscal year for which funds are being requested.

(4) The vocational staff shall review the Plan and advise the eligible recipient of necessary revisions for approval.

(5) The Director, Office of Vocational Education, shall notify the local educational agency of final approval for the local Plan.

(6) Local Plans not approved by July 1 of each fiscal year will be funded from the date of approval.

(7) Local Plans may be amended by the local educational agency at any time prior to April 1 of each year. Amendments shall be processed as the original Plan. The amendment review and approval process shall be the same as for the original application.

b. Criteria for Approval of Local Applications

(1) The completeness of the Plan.

(2) The agreement with goals and objectives projected in the State's Five-Year Plan.

(3) Compliance with policies and procedures for expenditures of Federal and State funds.

(4) The documentation of needs for each proposed program and/or service.

(5) The evidence in the Plan of coordination and consultation with other agencies and organizations.

(6) Evidence of planned actions which result from Local Advisory Council recommendations.

(7) Evidence that planned actions to overcome sex bias and sex stereotyping are reasonable and adequate.

(8) The adequacy of the evaluations planned for each proposed program and/or service.

(9) Evidence that results from previous evaluations have been used in the proposed programs and/or services.

(10) Evidence of adequate financial support for all proposed programs and/or services to include professional personal salaries, equipment and facilities, supplies and travel.

(11) Agreement with program standards as stated in the Five-Year State Plan.

(12) To continue existing programs, 50% of the graduates available for placement shall be placed in the area trained or in a related area. Any program not meeting this requirement will be evaluated at the end of the first year by the local school administration and the Office of Vocational Education. If at the end of any second consecutive year, placement is below 50%, all Federal and State funding may be discontinued at the end of the third year. Students placed in higher education will not be counted negatively.

(13) Evidence of planned programs which meet new and emerging occupations and job opportunities. (Each local application will be reviewed for the identification of new and emerging occupational programs. Approval of these programs will be based on the employment needs data contained in the local application and the latest Employment Security Commission projected occupational demand data.)

5. Financial Management

The State Board of Education is committed to the effective utilization of available Federal, State, and local funds for providing quality vocational programs, services, and support activities that meet student (Secondary, Post-Secondary and Adult) needs and employer manpower requirements.

A. PRIORITIES FOR FUNDING VOCATIONAL PROGRAMS

The State Office of Vocational Education, based on the best information available will notify each local educational agency (LEA) by October 15 of each year of the anticipated Federal funds to be available to the LEA for the next fiscal year. Based on this information, each LEA shall submit a local plan, detailing the utilization of anticipated vocational funds, to the Director of the Office of Vocational Education for approval no later than December 1 of each year (prior to the fiscal year for which funds are being requested).

The two most important factors involved in the allocation of Federal funds to local educational agencies for supporting vocational programs, services and support activities, are:

1. The relative ability to pay.
2. The concentration of low income families in the Area to be served.

Federal funds shall be budgeted to support Vocational programs, activities, and services in the following priority order:

1. Professional personnel salaries based on certification and number of months employed in vocational education;

2. Instructional equipment;

3. Instructional supplies necessary for supporting vocational education;

4. Professional personnel travel in support of vocational programs.

The expenditure of funds by eligible recipients for vocational education programs shall comply with all requirements outlined in the State Plan for Vocational-Technical Education.

B. ALLOCATION OF FEDERAL FUNDS

Applications from economically depressed areas and applications proposing new programs to the area served will be given priority in terms of Federal funding. The priority ranking for local school districts will be based on the number of secondary students in grades 9 through 12 for economically depressed areas first and non-economically depressed areas second (Refer to Table 6). Priority rankings for Technical Education Centers will be based on the population, age 15 to 64, in each Center's supporting county(ies) for economically depressed areas first and non-economically depressed areas second (Refer to Table 7).

Federal funds will be allocated to local educational agencies based on the following factors:

- Relative ability to pay (tax effort);
- Concentration of low income families;
- Vocational education enrollment.

The allocation of Federal funds will be weighted according to the following: 35% relative ability to pay, 35% concentration of low income families, and 30% vocational education enrollment. The following is a description of the weighting factors used in the allocation formula for Federal funds:

- Relative Ability to Pay

  Actual local yield and equalized local yield are used to arrive at the tax effort ratio. The tax effort is derived by taking a ratio of the amount of local revenue raised for fiscal year 1976 to the amount of local revenue the district was capable of raising for fiscal year 1976, based on the total amount of local revenue generated in the State. The amount of local revenue the district was capable of raising is derived by using Calahan's Index which, in effect, combines assessed residential property with assessed industrial property to give an equalized local amount that each district is capable of generating. The equalized local yield is the amount of the local revenue each district was capable of generating for fiscal year 1976. (Refer to Table 9)

- Low Income Families

  The percent of low income families is determined by using the Orshansky Poverty Index. The index provides a range of poverty income cutoffs, adjusted by such factors as family size, sex of family head, number of children under 18 years of age, and, farm and non-farm residents. The index is based on 1970 census data (Refer to Table 10).

- **Vocational Education Enrollment**

  This includes unduplicated student enrollments in vocational education courses for grades 9 through 12 (Refer to Table 8).

The allocation of Federal funds to eligible recipients is shown on Table 11 and reflects the allocation of Federal funds by Subparts of Public Law 94-482 and the requirements of Public Law 95-40 (Technical Amendments to P.L. 94-482).

1. Federal Funding Allocation Formula

Total Allocation of Federal funds to an eligible recipient = E + P + I

Where:

E = (30% Enrollment weighting factor x Total amount of Federal Funds for the State) x (Eligible Recipients Vocational Enrollment ÷ Total State Vocational Enrollment)

P = (35% Relative ability to pay factor x Total amount of Federal Funds for the State) x (Eligible Recipients Grade 9-12 Enrollment ÷ Total State Grade 9-12 Enrollment) x (Tax Effort Ratio x Forced Total Correction Factor)

I = (35% Low Income Family Pupils x Total amount of Federal Funds for the State) x (Eligible Recipients Number of Low Income Family Pupils ÷ Total State Number of Low Income Pupils)

2. Example of Federal Funding Allocation Formula

Eligible Recipient: Abbeville School District

This example explains how Abbeville's portion of the $2,002,920 for basic programs comes to $11,879 (59/100 of one percent).

Historical Data (obtained from references)

	Abbeville	State
Vocational enrollment	962	144,344
Total District enrollment in grades 9-12	1,294	190,414
Local Revenue	$1,027,909	$196,398,197
Callahan Index (fractional part of uniform assessed, valuation)	0.0058829769	1.0
Low Income Family Pupils	1,088	206,985

Computed Data for Abbeville

Equalized Local Yield $1,155,406

Equalized Yield
= Callahan Index
x Local Yield for all districts (State)
= 0.0058829769
x 196,398,197
= 1,155,406

Tax Effort Ratio = 0.88965173

$$\frac{\text{Actual Local Yield}}{\text{Equalized Local Yield}} = \frac{1{,}027{,}909}{1{,}155{,}406}$$

= 0.88965173

FEDERAL FUNDING ALLOCATION FOR ABBEVILLE SCHOOL DISTRICT = E + P + I
= $4,005 + $4,189 + $3,685
= $11,879

Formula Allocations for Abbeville

30 per cent for Vocational Enrollment

.30 x $2,002,920 = $600,876 for all districts.

(E)

$$\text{Abbeville's Share} = \text{Total to be allocated} \times \frac{\text{Abbeville's Vocational Enrollment}}{\text{State's Vocational Enrollment}}$$

$$= \$600{,}876 \times \frac{962}{144{,}344}$$

= $600,876 x .6664634%

= $4,005

---

35 percent for Local Effort

.35 x $2,002,920 = $701,022 for all districts

(P)

Abbeville's Share = Total to be allocated
$4,189 x fractional part of State's grade 9-12 enrollment located in Abbeville School District
x Tax Effort Ratio
x Forced Total Correction Factor (see note below)
= $701,022
x .00679572 (1294 ÷ $190,414)
x .88965173 x .9884687
$4,189

NOTE: When the shares were added for the 92 districts, a total of $709,200 was obtained. This was expected to differ from the total amount of $701,022 because of the weightings applied. Therefore the adjustment factor of

$$\frac{701,022}{709,200}$$

(or 98.84687 percent) was applied to the amount for each district.

---

35 percent for Low Income Family Pupils

.35 x $2,002,920 = $701,022 for all districts

(I)

Abbeville's Share = Total to be allocated
$3,685 x $\frac{\text{Low Income Family Pupils in Abbeville}}{\text{Low Income Family Pupils in State}}$
= $701,022 x $\frac{1088}{206,985}$
= 701,022 x .525642 percent
= $3,685

C. ALLOWABLE PURPOSES FOR THE UTILIZATION OF FEDERAL FUNDS UNDER PUBLIC LAW 94-482 AND PUBLIC LAW 95 (TECHNICAL AMENDMENTS)

1. Section 102(a) Set-Asides

a. Disadvantaged (includes persons with limited English speaking ability)
b. Handicapped
c. Postsecondary and Adult

2. Subpart 2 - Basic Grants

a. Vocational education programs;
b. Work study programs;
c. Cooperative Vocational education programs;
d. Energy education programs;
e. Construction of Area Vocational education facilities;
f. Sex Equality Personnel (State Level);
g. Student Stipends;

   h. Placement Services;
   i. Industrial Arts programs;
   j. Support services for women who desire to prepare for employment in jobs that have been traditionally limited to men;
   k. Day Care services for children of students in secondary and post-secondary vocational education programs;
   l. Vocational education for special adult categories (i.e., single heads of households, etc...);
   m. Construction and operation of residential vocational schools;
   n. Contracts with private vocational training institutions;
   o. State and local administration.

3. Subpart 3 - Program Improvement and Supportive Services

   a. Research programs;
   b. Exemplary and Innovative programs:
   c. Curriculum development;
   d. Guidance and Counseling;
   e. Personnel training (in-service and pre-service);
   f. Grants to overcome sex bias;
   g. State and local Administration.

4. Subpart 4 - Special Programs for the Disadvantaged

Federal funds made available to the State under this Subpart of Public Law 94-482 shall be used in accordance with the Annual and Five-Year State Plan for Vocational-Technical Education to support programs only in areas of the State having a concentration of low income families, low relative ability to pay, high youth unemployment and high dropout rate. The entire cost of these programs may be paid from Federal funds. These Federal funds shall be allocated to eligible recipients on a competitive (application) basis.

Eligible local educational agencies shall be ranked in order of priority for Federal funding (Refer to Table 69). The methodology for determining the priority rankings will consist of the following:

a. Concentration of Low-Income Families: Using the Orshansky Poverty Index of Low Income Families in South Carolina. Table 10, page 59, local educational agencies will be listed sequentially beginning with the highest number of families below the poverty income level. This list will be divided into three groups. The top thirty-one (31) will be assigned a score of three (3); the middle thirty-one (31) a score of two (2); and the lowest thirty (30) a score of one (1).

b. Relative ability to pay: Using Table 9, page 57, Methodology of Determining Tax Effort Ratio in South Carolina, local educational agencies will be ranked sequentially by their tax effort ratios beginning with the lowest value. As was done in paragraph "a" above three groups will be formed, but this time the value three (3) will be assigned to those thirty-one (31) with the smallest tax effort ratio: the value two (2) to the middle thirty-one (31); and the value of one (1) to the thirty (30) having the highest ratio.

c. Youth Unemployment: A composite unemployment figure will be calculated for each local educational agency, and includes the sum of: percent of vocational education unemployment (based on number of completers available for placement), percent unemployment for each county's labor force, and estimated youth (age 16-21) unemployment for each county. Local educational agencies having a composite unemployment equal to or exceeding the State average will be assigned two (2) points, and those local educational agencies have a composite unemployment percentage less than the State average will receive one (1) point.

d. School Drop-outs: Drop-outs reported by local school districts for FY 1976, Table 68, page 402, will be used to calculate dropouts as a percentage of grades (1-12) total enrollment. Those districts equal to or exceeding the State average will be assigned the value of two (2); those below the State average will be assigned a value of one (1).

Total values will be computed for each district using the four factors (a, b, c, d) above. Districts will then be clustered according to the number of points achieved (10, 9, 8, etc...), and ranked within equivalent point values based on vocational secondary enrollment.

5. Subpart 5 - Consumer and Homemaking Education

Funds made available to the State under this section of the Education Amendments of 1976 shall be used in accordance with the Five-Year State Plan and the Annual Program Plan in conducting Consumer and Homemaking programs with at least one-third of the funds being spent in economically depressed counties to assist consumers and to help improve home environment and quality of family living. In addition, these funds shall be used to support programs designed to provide educational programs in Consumer and Homemaking. These consist of instructional programs, services, or activities at all educational levels for the occupations of homemaking; including, but not limited to: consumer education, food and nutrition. family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles.

D. ALLOCATION OF STATE FUNDS

A State delivery system for Vocational education has developed over the past eleven (11) years by providing fifty-six (56) modern vocational centers and two hundred sixteen (216) high schools. Therefore, the State's priority is to maintain ongoing vocational programs designed to meet the needs of youth and adults in business and industrial communities. State funds will be allocated to local educational agencies and institutions to support approved vocational programs, services, and activities to train individuals to meet the needs of business and industry, based on the formula described in the South Carolina Education Finance Act of 1977. Federal funds will continue to be allocated by formula to the local school districts to serve as a supplement to the State funds.

E. STATE INSTITUTIONAL AGENCIES

Federal funds used to support approved vocational programs at State institutions shall be allocated prior to determining allocations for local educational agencies.

Federal funds available to the State Board for Technical and Comprehensive Education will be allocated to the Technical Education Centers on the same formula as Federal funds are allocated to local school boards.

Table 15 gives the allocation to the Technical Education Centers. Federal funds to Technical Education Centers will increase each year on the same percentage basis as Federal funds are increased to the State.

Funds to provide licensed practical nursing programs which are administered under the State Board of Education shall be funded on competitive grants submitted by local education agencies that meet standards set by the State Board of Education and the State Board of Nursing.

F. CARRY-OVER FEDERAL FUNDS

Carry-over Federal funds returned by school districts, excluding Section 102(a) set-aside funds, will be reallocated to local educational agencies for adult vocational programs and to update vocational equipment as approved by the Office of Vocational Education and in accordance with the limitations outlined in Public Law 94-482.

Eligible recipients must submit their projected plan for the utilization of set-aside funds under Section 102(a) of Public Law 94-482 to the Office of Vocational Education on or before December 1 of each year. Those eligible recipients not submitting the required plan will forfeit these funds back to the State. These funds will be reallocated based upon priority of need to other local educational agencies.

G. FUNDING VOCATIONAL EDUCATION CENTERS

Vocational courses or programs presently funded at a vocational center drawing students from more than one school district shall continue to be funded unless written approval for deletion is given by the Director, Office of Vocational Education.

H. MINIMUM ENROLLMENT

The enrollment for a class in a beginning subject offered for a single period shall be a minimum of ten (10) students and a minimum of five (5) students per class in a second or third year course. The enrollment for a multi-period vocational course in a beginning subject shall be a minimum of fifteen (15) students and a minimum of ten (10) students per class in a second or third year course. Classes which do not meet the minimum enrollment requirements for two consecutive years shall be funded at 50% of the teacher's salary. If after the third consecutive year the class still does not meet minimum enrollment requirements, no funding allocated under the provisions of the approved State Plan may be used to support the class.

I. MAINTENANCE OF EFFORT

Payments of Federal funds shall not be made to a local agency which has not maintained local effort to include combined fiscal effort from local funds and full-time equivalency of teachers.

In determining that there is no decrease in local effort, the State Board shall consider the amount of local funds budgeted by a local educational agency for vocational education in the fiscal year in which a given Federal allocation is made as compared to the amount of local funds expended by such agency in the preceeding fiscal year. Large expenditures for long-range purposes, such as acquisition of equipment or the construction or expansion of vocational facilities will not be considered as maintenance of effort for the next year. Any reduction exceeding five percent (5%) in local funds expended by a local educational agency for any fiscal year will disqualify that agency for Federal funding support, unless the agency can demonstrate to the satisfaction of the State Board that the reduction was the result of unusual circumstances that could not have been fully anticipated or reasonably compensated by the local educational agency.

J. NONCOMMINGLING OF FUNDS

Federal funds allotted by the State shall not be commingled with State or local funds so as to lose their identity as Federal funds. A separate ledger account shall be maintained to assure that each expenditure of Federal funds can be separately identified as such.

K. MATCHING

As a minimum, Federal funds shall be allocated to local educational agencies and institutions by the State Board of Education on a basis of one dollar of State and local funds expended for every Federal dollar under the State Plan for Vocational Education programs, services, and activities for persons in high school, persons who have already entered the labor market, disadvantaged and handicapped persons. In kind contributions shall not be used for matching purposes.

At least one-third of the Federal funds available under the Act to conduct consumer and homemaking programs under Subpart 5 will be expended in economically depressed areas of the State or areas of a high rate of unemployment for programs designed to assist consumers and help improve home environment and the quality of family life. The costs of such programs can be funded from Federal funds on a 90-10 matching basis with Federal funds paying 90% of the costs.

L. FISCAL ACCOUNTING PROCEDURES

Local educational agencies and institutions shall be reimbursed on a quarterly basis for Federal funds. The reimbursement requests must be based on expenditures from the local application.

Requests for reimbursement for Federal funds expended for equipment, supplies, or travel must be accompanied by paid invoices or other support documents to justify expenditure. All requests for reimbursement must be in the Office of Vocational Education within 15 days after the close of each quarter with final request due by July 15 of each fiscal year.

The local educational agency must certify as a part of the quarterly request for reimbursement the amount of budgeted local and State funds expended for equipment, supplies, and travel. A copy of the audit reports for each vocational project must be submitted to the Office of Vocational Education by December 31 of each year.

M. SUMMARY OF PROPOSED EXPENDITURE OF FEDERAL, STATE, AND LOCAL FUNDS TO SUPPORT VOCATIONAL PROGRAMS, ACTIVITIES AND SERVICES

A summary of proposed expenditures of Federal, State, and Local funds to support Vocational-Technical programs, activities and services is shown in Table 5. The allocation of projected financial resources among the various purposes set forth in Table 5 was determined in relation to achieving established five-year goals and annual objectives.

74

TABLE 5

PROPOSED EXPENDITURE OF FEDERAL, STATE AND LOCAL FUNDS TO SUPPORT VOCATIONAL-TECHNICAL PROGRAMS, ACTIVITIES AND SERVICES

a. Summary of Proposed Exenditures by Major Parts of Public Law 94-482 (FY 1979)

SOURCE OF FUNDS	FEDERAL	STATE/LOCAL	TOTAL
I. TOTAL FUNDS	$ 9,899,908	$ 80,902,039	$ 90,801,947
II. BASIC ALLOCATION	8,893,869	77,236,840	86,130,709
A) Set-Asides (Sec. 102(a))			
1. Disadvantaged	1,778,773	1,778,773	3,557,546
2. Handicapped	889,387	889,387	1,778,774
3. Post-Secondary and Adult	1,334,080	45,814,715	47,148,795
B) Subpart 2 - Basic Grants	3,112,856	27,019,095	30,131,951
C) Subpart 3 - Program Improvement & Supportive Services	1,778,773	1,734,870	3,513,643
III. SUBPART 4-SPECIAL PROGRAMS FOR DISADVANTAGED	329,847	-0-	329,847
IV. SUBPART 5-CONSUMER AND HOMEMAKING	676,192	3,665,199	4,341,391
Depressed Areas	(244,574)		

TABLE 5 (continued)

b. PROPOSED EXPENDITURE OF FEDERAL, STATE AND LOCAL FUNDS BY PURPOSE (FY 1978 - FY 1982)

		1979	1980	1981	1982
I. STATE ADMINISTRATION					
A. Subpart 2	F	427,930	449,327	471,793	495,383
*Sec. 120(b)(1)(0)	S	350,000	367,500	385,875	405,168
B. Subpart 3	F	106,983	112,332	117,948	123,846
*Sec. 130(b)(7)	S	375,000	393,750	413,438	434,109
II. SUBPART 2					
A. Sec. 102(a) Set-Asides	*	(5,870)	(6,163)	(6,472)	(6,795)
1. Disadvantaged	F	1,778,773	1,867,712	1,961,098	2,059,153
*-Limited English Speaking Ability	S	933,856	980,549	1,029,577	1,081,055
included in Disadvantaged Federal Funds.	L	844,917	887,163	931,521	978,097
2. Handicapped	F	889,387	933,856	980,549	1,029,576
	S	425,127	446,383	478,702	492,137
	L	464,260	487,473	511,847	537,439
3. Post-Secondary and Adult					
a. State Board for Technical	F	846,550	888,878	933,322	979,988
and Comprehensive Education	S/L	45,814,715	46,576,652	47,461,885	48,456,937
b. State Board of Education					
1) Adult	F	487,530	511,907	537,502	564,378
	S/L	-0-	-0-	-0-	-0-
B. Sex Equality Personnel	F	50,000	52,500	55,125	57,881
Sec. 120(b)(1)(F)	S/L	-0-	-0-	-0-	-0-
C. Vocational Education Programs					
Sec. 120(b)(1)(A)	F	1,914,846	2,010,588	2,111,117	2,216,673
1. Basic Plans (Secondary)	S	14,685,991	15,420,291	16,191,306	17,000,870
	L	3,810,219	4,000,730	4,200,767	4,410,805

TABLE 5 (continued)

			1979	1980	1981	1982
2.	Adult Programs	F	439,791	461,781	484,870	509,114
		S	205,924	216,220	227,031	238,383
		L	68,888	72,332	75,949	79,947
D.	Work Study Sec. 120(b)(1)(B)	F	32,799	34,439	36,161	37,969
		S	48,873	51,317	53,883	56,577
		L	15,860	16,653	17,486	18,360
E.	Cooperative Education Sec. 120(b)(1)(C)	F	77,668	81,551	85,633	89,914
		S	827,444	868,816	912,257	957,870
		L	197,887	207,781	218,170	229,078
F.	Energy Education Sec. 120(b)(1)(D)	F	10,440	10,962	11,510	12,086
		S	-0-	-0-	-0-	-0-
		L	-0-	-0-	-0-	-0-
G.	Construction Sec. 120(b)(1)(E)	F	-0-	-0-	-0-	-0-
		S	2,826,000	975,000	-0-	-0-
		L	941,998	324,999	-0-	-0-
H.	Stipends Sec. 120(b)(1)(G)	F	-0-	-0-	-0-	-0-
		S/L	-0-	-0-	-0-	-0-
I.	Placement Services Sec.120(b)(1)(H)	F	-0-	-0-	-0-	-0-
		S	-0-	-0-	-0-	-0-
		L	-0-	-0-	-0-	-0-
J.	Industrial Arts and Pre-Vocational Education Sec. 120(b)(1)(I)	F	30,526	32,052	33,655	35,337
		S	1,641,518	1,723,594	1,809,774	1,900,262
		L	610,621	641,152	673,209	706,870
K.	Support Services for Women Sec. 120(b)(1)(J)	F	5,000	5,250	5,513	5,788
		S/L	-0-	-0-	-0-	-0-
L.	Day Care Services Sec. 120(b)(1)(K)	F	8,703	9,138	9,595	10,074
		S	415	436	458	481
		L	2,082	2,186	2,295	2,410
M.	Special Adult Categories Sec. 120(b)(1)(L)	F	20,000	21,000	22,050	23,152
		S/L	-0-	-0-	-0-	-0-

TABLE 5 (continued)

			1979	1980	1981	1982
N.	Construction/Operation Residential Voc. Schools Sec. 120(b)(1)(M)	F	-0-	-0-	-0-	-0-
		S/L	-0-	-0-	-0-	-0-
O.	Vocational Training Private Vocational Institutes *Sec. 120(b)(1)(N)	F	-0-	-0-	-0-	-0-
		S/L	-0-	-0-	-0-	-0-
P.	Local Administration *Sec. 120(b)(1)(O)	F	95,153	99,911	104,907	110,152
		S	106,811	112,152	117,759	123,648
		L	678,562	712,490	748,115	785,520
III.	SUBPART 3					
A.	Research Sec. 130(b)(1)	F	187,500	196,875	206,719	217,055
		S	42,000	44,100	46,305	48,620
		L	-0-	-0-	-0-	-0-
B.	Exemplary/Innovative Sec. 130(b)(2)	F	52,500	54,600	57,330	60,197
		S/L	-0-	-0-	-0-	-0-
C.	Curriculum Development Sec. 130(b)(3)	F	**288,281**	**302,695**	**317,830**	**333,721**
		S/L	-0-	-0-	-0-	-0-
D.	Guidance and Counseling Sec. 130(b)(4)	F	861,775	904,864	950,107	997,613
		S	546,636	573,968	602,666	632,780
		L	308,820	324,261	340.474	357,498
E.	In-Service and Pre-Service Training Sec. 130(b)(5)	F	**230,204**	**241,714**	**253,800**	**266,490**
		S	-0-	-0-	-0-	-0-
		L	462,414	485,535	509,812	535,302
F.	Sex Bias Elimination Sec. 130(b)(6)	F	25,925	27,221	28,582	30,011
		S/L	-0-	-0-	-0-	-0-
G.	Local Administration Sec. 130(b)(7)	F	25,595	26,875	28,219	29,630
		S/L	-0-	-0-	-0-	-0-
IV.	SUBPART 4 -SPECIAL PROGRAMS for the Disadvantaged Sec. 140(a)	F	329,847	346,339	363,656	381,839
		S	-0-	-0-	-0-	-0-
		L	-0-	-0-	-0-	-0-

TABLE 5 (continued)

			1979	1980	1981	1982
V.	SUBPART 5 - Consumer and Homemaking Education Sec. 150(a)	TF	676,192	710,002	745,502	782,777
		TS	2,770,706	2,909,241	3,054,703	3,207,438
		TL	894,493	939,218	986,179	1,035,488
A.	Instructional Programs, Services and Activities (Aid to Districts)	F	436,177	457,986	480,885	504,929
		S	2,670,706	2,804,241	2,944,453	3,091,676
		L	820,413	861,434	904,506	949,731
B.	Curriculum Development	F	58,654	61,587	64,666	67,899
		S/L	-0-	-0-	-0-	-0-
C.	Teacher Education	F	81,361	85,429	89,700	94,186
		S	-0-	-0-	-0-	-0-
		L	74,080	77,784	81,673	85,757
D.	Administration	F	100,000	105,000	110,250	115,763
		S	100,000	105,000	110,250	115,763
		L	-0-	-0-	-0-	-0-

* Resulting from the Technical Amendments, Public Law 95-40, to Public Law 94-482.

Table 6

Ranking of Eligible Recipients - FY 1979
(All Subparts of Act, except Subpart 4)

Priority Ranking	School District	Priority Ranking	School District
1	Charleston 01	47	Florence 04
2	Berkeley 01	48	McCormick 04
3	Horry 01	49	Bamberg 02
4	Florence 01	50	Hampton 02
5	Darlington 01	51	Dorchester 01
6	York 03	52	Dorchester 03
7	Lancaster 01	53	Florence 02
8	Sumter 17	54	Bamberg 01
9	Beaufort 01	55	Dillon 01
10	Oconee 01	56	Clarendon 03
11	Sumter 02	57	Orangeburg 06
12	Georgetown 01	58	Barnwell 19
13	Kershaw 01	59	Florence 05
14	Williamsburg 01	60	Orangeburg 07
15	Dorchester 02	61	Barnwell 29
16	Chesterfield 01	62	Orangeburg 02
17	Cherokee 01	63	Orangeburg 01
18	Chester 01	64	Marion 03
19	Marlboro 01	65	Orangeburg 08
20	Orangeburg 05	66	Marion 04
21	Union 01	67	Greenville 01
22	Colleton 01	68	Richland 01
23	Laurens 55	69	Aiken 01
24	Florence 03	70	Pickens 01
25	Lee 01	71	Anderson 05
26	Fairfield 01	72	Richland 02
27	Orangeburg 03	73	Spartanburg 07
28	Dillon 02	74	Lexington 02
29	Abbeville 01	75	Greenwood 50
30	Edgefield 01	76	Lexington 05
31	York 01	77	Lexington 01
32	Laurens 56	78	Newberry 01
33	Marion 01	79	Spartanburg 06
34	Clarendon 02	80	Spartanburg 02
35	Marion 02	81	Anderson 01
36	Jasper 01	82	Spartanburg 05
37	York 02	83	Anderson 02
38	Calhoun 01	84	Spartanburg 01
39	Orangeburg 04	85	Spartanburg 03
40	York 04	86	Lexington 03
41	Hampton 01	87	Spartanburg 04
42	Saluda 01	88	Anderson 03
43	Allendale 01	89	Anderson 04
44	Clarendon 01	90	Greenwood 52
45	Barnwell 45	91	Lexington 04
46	Dillon 03	92	Greenwood 51

Note: No.'s 1 through 66 - Economically Depressed Areas

Table 7

Ranking of TEC Institutions by Priority for Federal Funding Under P. L. 94-482

Priority Ranking	TEC Institution	Supporting Counties	Population 1/ Age 15 to 64
1	Trident	*Berkeley	31,970
		*Charleston	157,652
		*Dorchester	19,151
		Total	208,773
2	Sumter	*Kershaw	21,126
		*Lee	10,271
		*Clarendon	14,360
		*Sumter	47,280
		Total	93,037
3	Florence-Darlington	*Florence	54,872
		*Darlington	32,444
		Total	87,316
4	Piedmont	Greenwood	31,103
		*Abbeville	13,176
		*Laurens	31,426
		Newberry	18,108
		*McCormick	4,471
		*Saluda	8,502
		*Edgefield	9,174
			*66,749
		Total	115,960
5	Horry-Georgetown	*Horry	43,164
		*Georgetown	19,481
		Total	62,645
6	York	*York	53,521
7	Orangeburg	*Orangeburg	41,625
		*Calhoun	6,141
		Total	47,766
8	Chesterfield	*Chesterfield	20,149
		*Marlboro	15,725
		Total	35,874
9	Beaufort	*Beaufort	33,957

Table 7 (continued)

Ranking of TEC Institutions by Priority for Federal Funding Under P. L. 94-482

Priority Ranking	TEC Institution	Supporting Counties		Population Age 15 to 64 1/
10	Tri-County	Anderson		66,479
		*Oconee		25,413
		Pickens		39,017
				*25,413
			Total	130,909
11	Williamsburg	*Williamsburg		19,363
12	Midlands	Richland		158,037
		Lexington		55,808
			Total	213,845
13	Greenville	Greenville		153,381
14	Spartanburg	Spartanburg		110,286
15	Aiken	Aiken		55,985

* Economically Depressed Areas

1/ Source: 1970 Census of Population, General Population Characteristics - South Carolina, Table 35 (Age by Race and Sex for Counties)

TABLE 8

VOCATIONAL ENROLLMENT 1976-1977

Grades 9-12

COUNTY	ENROLLMENT
ABBEVILLE	962
AIKEN	5,598
ALLENDALE	748
ANDERSON 1	1,052
ANDERSON 2	1,028
ANDERSON 3	565
ANDERSON 4	667
ANDERSON 5	2,714
BAMBERG 1	537
BAMBERG 2	405
BARNWELL 19	309
BARNWELL 29	316
BARNWELL 45	1,007
BEAUFORT	2,327
BERKELEY	4,568
CALHOUN	677
CHARLESTON	10,819
CHEROKEE	1,693
CHESTER	1,702
CHESTERFIELD	2,164
CLARENDON 1	487
CLARENDON 2	848
CLARENDON 3	445
COLLETON	1,426
DARLINGTON	3,356
DILLON 1	424
DILLON 2	563
DILLON 3	501
DORCHESTER 1	377
DORCHESTER 2	1,574
DORCHESTER 3	515
EDGEFIELD	1,079
FAIRFIELD	1,450
FLORENCE 1	2,917
FLORENCE 2	575
FLORENCE 3	1,530
FLORENCE 4	605
FLORENCE 5	258
GEORGETOWN	2,504
GREENVILLE	10,509
GREENWOOD 50	1,202
GREENWOOD 51	275
GREENWOOD 52	394
HAMPTON 1	633
HAMPTON 2	469
HORRY	3,647
JASPER	673
KERSHAW	2,520
LANCASTER	2,667
LAURENS 55	1,349
LAURENS 56	673
LEE	1,122
LEXINGTON 1	1,691
LEXINGTON 2	3,119
LEXINGTON 3	670
LEXINGTON 4	389
LEXINGTON 5	1,089
MCCORMICK	655
MARION 1	789
MARION 2	749
MARION 3	236
MARION 4	203
MARLBORO	2,068
NEWBERRY	1,982
OCONEE	3,164
ORANGEBURG 1	399
ORANGEBURG 2	377
ORANGEBURG 3	1,603
ORANGEBURG 4	603
ORANGEBURG 5	1,250
ORANGEBURG 6	601
ORANGEBURG 7	401
ORANGEBURG 8	261
PICKENS	2,740
RICHLAND 1	8,537
RICHLAND 2	1,993
SALUDA	716
SPARTANBURG 1	1,161
SPARTANBURG 2	1,142
SPARTANBURG 3	984
SPARTANBURG 4	1,059
SPARTANBURG 5	948
SPARTANBURG 6	2,049
SPARTANBURG 7	1,827
SUMTER 2	1,944
SUMTER 17	2,413
UNION	1,581
WILLIAMSBURG	2,168
YORK 1	1,048
YORK 2	524
YORK 3	1,285
YORK 4	501

STATE TOTAL: 144,344

Source: Fall 1976 BEDS Output Report, Vocational Data Unit, December, 1976.

TABLE 9
METHODOLOGY OF DETERMINING TAX EFFORT RATIO IN SOUTH CAROLINA 1975-76

COUNTY/DISTRICT	CALAHAN INDEX	RANKINGS 1975-76 LOCAL REV.	EQUALIZED LOCAL YIELD	TAX EFFORT RATIO
1. Abbeville	.0058830	1027909	1155406	.89
2. Aiken	.0363818	5076116	7145325	.71
3. Allendale	.0034460	536705	676783	.79
4. Anderson 1	.0065462	1907309	1285660	1.48
5. Anderson 2	.0045267	997298	889039	1.12
6. Anderson 3	.0031425	623943	617183	1.01
7. Anderson 4	.0031329	672253	615300	1.09
8. Anderson 5	.0207648	4781075	4078166	1.17
9. Bamberg 1	.0018185	303977	357157	.85
10. Bamberg 2	.0019636	243988	385651	.63
11. Barnwell 19	.0010921	257754	214493	1.20
12. Barnwell 29	.0012992	383761	255170	1.50
13. Barnwell 45	.0032253	636061	633447	1.00
14. Beaufort	.0191123	3081656	3753628	.82
15. Berkeley	.0203606	3183617	3998786	.80
16. Calhoun	.0053651	608607	1053687	.58
17. Charleston	.0783870	13633760	15395067	.89
18. Cherokee	.0144361	2670302	2835230	.94
19. Chester	.0105662	1691840	2075180	.82
20. Chesterfield	.0090279	1818583	1773070	1.03
21. Clarendon 1	.0015678	196551	307912	.64
22. Clarendon 2	.0033723	333871	662316	.50
23. Clarendon 3	.0009536	153274	187291	.82
24. Colleton	.0093669	1496894	1839649	.81
25. Darlington	.0229920	5234809	4515588	1.16
26. Dillon 1	.0011077	332809	217552	1.53
27. Dillon 2	.0046651	1060076	916214	1.16
28. Dillon 3	.0012501	479756	245526	1.95
29. Dorchester 1	.0021381	247803	419910	.59
30. Dorchester 2	.0108347	1738912	2127907	.82
31. Dorchester 3	.0024964	343651	490297	.70
32. Edgefield	.0050017	639247	982321	.65
33. Fairfield	.0067019	910064	1316242	.69
34. Florence 1	.0234943	3802479	4614248	.82
35. Florence 2	.0020475	316311	402133	.79
36. Florence 3	.0053812	583735	1056866	.55
37. Florence 4	.0013533	237785	265788	.89
38. Florence 5	.0020916	289547	410788	.70
39. Georgetown	.0170125	2742387	3341228	.82
40. Greenville	.1097853	20973797	21561629	.97
41. Greenwood 50	.0151774	2767808	2980811	.93
42. Greenwood 51	.0021099	408887	414381	.99
43. Greenwood 52	.0053629	590229	1053270	.56
44. Hampton 1	.0044259	491013	869237	.56
45. Hampton 2	.0019116	262464	375439	.70
46. Horry	.0357169	5725901	7014736	.82

TABLE 9 (Continued)

COUNTY/DISTRICT	CALAHAN INDEX	RANKINGS 1975-76 LOCAL REV.	EQUALIZED LOCAL YIELD	TAX EFFORT RATIO
47. Jasper	.0030909	645308	607044	1.06
48. Kershaw	.0217058	3513541	4262970	.82
49. Lancaster	.0144829	3283521	2844410	1.15
50. Laurens 55	.0088761	1346858	1743255	.77
51. Laurens 56	.0056939	1252836	1118265	1.12
52. Lee	.0040303	603914	791542	.76
53. Lexington 1	.0087003	2208047	1708730	1.29
54. Lexington 2	.0158215	4848466	3107319	1.56
55. Lexington 3	.0035705	1143477	701233	1.63
56. Lexington 4	.0013008	483704	255472	1.89
57. Lexington 5	.0178019	4322840	3496266	1.24
58. McCormick	.0024223	298838	475730	.63
59. Marion 1	.0043148	917655	847419	1.08
60. Marion 2	.0037727	918285	740950	1.24
61. Marion 3	.0007250	263818	142398	1.85
62. Marion 4	.0004326	110593	84957	1.30
63. Marlboro	.0065415	1377516	1284748	1.07
64. Newberry	.0111726	2243897	2194284	1.02
65. Oconee	.0218720	3686870	4295615	.86
66. Orangeburg 1	.0014117	310323	277261	1.12
67. Orangeburg 2	.0009407	180244	184751	.98
68. Orangeburg 3	.0033679	622329	661449	.94
69. Orangeburg 4	.0015384	518788	302132	1.72
70. Orangeburg 5	.0117798	2803397	2313524	1.21
71. Orangeburg 6	.0011319	182541	222306	.82
72. Orangeburg 7	.0008630	125838	169485	.74
73. Orangeburg 8	.0007604	139390	149346	.93
74. Pickens	.0341413	4253684	6705290	.63
75. Richland 1	.0720031	17246482	14141282	1.22
76. Richland 2	.0125067	4767328	2456298	1.94
77. Saluda	.0033761	367796	663054	.55
78. Spartanburg 1	.0048327	1514764	949143	1.60
79. Spartanburg 2	.0071174	2749308	1397844	1.97
80. Spartanburg 3	.0119615	2105682	2349213	.90
81. Spartanburg 4	.0043974	1264874	863647	1.46
82. Spartanburg 5	.0077558	1705193	1523228	1.12
83. Spartanburg 6	.0148850	3173130	2923381	1.09
84. Spartanburg 7	.0214239	6868080	4207618	1.63
85. Sumter 2	.0067830	1407891	1332177	1.06
86. Sumter 17	.0123141	2603875	2418461	1.08
87. Union	.0093927	1954368	1844714	1.06
88. Williamsburg	.0085327	955190	1675813	.57
89. York 1	.0049987	1574390	981731	1.60
90. York 2	.0050611	1062305	993999	1.07
91. York 3	.0263715	5087949	5179341	.98
92. York 4	.0052262	888501	1026416	.87

STATE TOTAL: 1.0

TAXES : 196,398,197

TABLE 10

ORSHANSKY POVERTY INDEX OF LOW INCOME FAMILIES IN SOUTH CAROLINA

COUNTY	ORSHANSKY POVERTY INDEX
Abbeville	1,088
Aiken	5,794
Allendale	1,187
Anderson	
District 1	619
District 2	666
District 3	493
District 4	455
District 5	2,292
TOTAL	4,525
Bamberg	
District 1	945
District 2	835
TOTAL	1,780
Barnwell	
District 19	557
District 29	350
District 45	796
TOTAL	1,703
Beaufort	4,700
Berkeley	6,650
Calhoun	
District 1	1,590
District 2	--
TOTAL	1,590
Charleston	20,536
Cherokee	2,047
Chester	2,712
Chesterfield	3,292

COUNTY	ORSHANSKY POVERTY INDEX
Clarendon	
District 1	1,784
District 2	1,892
District 3	1,010
TOTAL	4,686
Colleton	3,879
Darlington	5,923
Dillon	
District 1	1,141
District 2	2,302
District 3	1,103
TOTAL	4,546
Dorchester	
District 1	889
District 2	1,199
District 3	748
TOTAL	2,836
Edgefield	2,031
Fairfield	2,787
Florence	
District 1	3,753
District 2	780
District 3	2,549
District 4	1,159
District 5	604
TOTAL	8,845
Georgetown	4,854
Greenville	10,691
Greenwood	
District 50	1,760
District 51	184
District 52	147
TOTAL	2,091

TABLE 10

ORSHANSKY POVERTY INDEX (CONTINUED)

COUNTY	ORSHANSKY POVERTY INDEX
Hampton	
District 1	1,163
District 2	900
TOTAL	2,063
Horry	7,670
Jasper	1,779
Kershaw	2,948
Lancaster	2,262
Laurens	
District 55	1,163
District 56	1,063
TOTAL	2,226
Lee	3,692
Lexington	
District 1	1,046
District 2	1,480
District 3	772
District 4	558
District 5	571
TOTAL	4,427
McCormick	1,131
Marion	
District 1	1,704
District 2	1,486
District 3	640
District 4	231
TOTAL	4,061
Marlboro	3,392
Newberry	1,755
Oconee	1,992

COUNTY	ORSHANSKY POVERTY INDEX
Orangeburg	
District 1	634
District 2	725
District 3	3,020
District 4	1,098
District 5	2,982
District 6	539
District 7	813
District 8	259
TOTAL	10,070
Pickens	1,917
Richland	
District 1	11,630
District 2	1,591
TOTAL	13,221
Saluda	726
Spartanburg	
District 1	1,035
District 2	1,027
District 3	669
District 4	271
District 5	775
District 6	1,472
District 7	3,298
TOTAL	8,547
Sumter	
District 2	5,011
District 17	4,709
TOTAL	9,720
Union	1,601
Williamsburg	6,587
York	
District 1	1,074
District 2	428
District 3	2,618
District 4	320
TOTAL	4,440

TABLE 11

ALLOCATION OF FEDERAL FUNDS BY SUBPARTS OF PUBLIC LAW 94-482 (FY 1979)

SUMMARY OF FORMULA DISTRIBUTION AT 30 35 35 0

	BASIC Subpart 2	DISADVAN Sec. 102(a)	HANDICAP Set Asides	Prog. Improv. Subpart 3	CONS,HOM Subpart 5	TOTAL
STATE TOTALS	2002918	1503701	751851	796515	386177	5441162
1 ABBEVILLE	11879	8917	4459	4724	2290	32267
2 AIKEN	61478	46155	23078	24449	11854	167014
3 ALLENDALE	8938	6710	3355	3554	1723	24280
4 ANDERSON 1	14190	10654	5327	5644	2735	38550
5 ANDERSON 2	11250	8446	4223	4474	2169	30562
6 ANDERSON 3	6570	4933	2466	2612	1266	17847
7 ANDERSON 4	6954	5221	2610	2765	1340	18890
8 ANDERSON 5	35508	26657	13329	14120	6846	96460
9 BAMBERG 1	7260	5451	2725	2887	1400	19723
10 BAMBERG 2	5656	4246	2124	2249	1090	15365
11 BARNWELL 19	4860	3649	1825	1933	937	13204
12 BARNWELL 29	4525	3398	1699	1799	873	12294
13 BARNWELL 45	9245	6940	3471	3676	1782	25114
14 BEAUFORT	34720	26066	13033	13807	6695	94321
15 BERKELEY	59307	44525	22262	23585	11435	161114
16 CALHOUN	9866	7407	3703	3924	1902	26802
17 CHARLESTON	164368	123400	61700	65365	31692	446525
18 CHEROKEE	21929	16463	8232	8721	4228	59573
19 CHESTER	22898	17191	8596	9107	4415	62207
20 CHESTERFIELD	29380	22057	11028	11684	5665	79814
21 CLARENDON 1	9665	7256	3628	3844	1864	26257
22 CLARENDON 2	11705	8787	4393	4655	2257	31797
23 CLARENDON 3	6461	4851	2425	2570	1246	17553
24 COLLETON	25167	18895	9447	10008	4853	68370
25 DARLINGTON	50525	37932	18966	20093	9742	137258
26 DILLON 1	8067	6057	3029	3209	1555	21917
27 DILLON 2	15441	11593	5797	6140	2977	41948
28 DILLON 3	10117	7595	3797	4023	1950	27482
29 DORCHESTER 1	5630	4226	2113	2239	1086	15294
30 DORCHESTER 2	18003	13516	6758	7160	3471	48908
31 DORCHESTER 3	5835	4380	2191	2321	1124	15851
32 EDGEFIELD	14054	10550	5275	5588	2709	38176
33 FAIRFIELD	19131	14363	7181	7608	3689	51972
34 FLORENCE 1	37860	28423	14211	15056	7300	102850

TABLE 11 (Continued)

35 FLORENCE 2	6295	4726	2364	2504	1214	17103
36 FLORENCE 3	18095	13585	6793	7196	3489	49158
37 FLORENCE 4	8325	6251	3124	3311	1606	22617
38 FLORENCE 5	4067	3053	1526	1617	783	11046
39 GEORGETOWN	35628	26747	13374	14168	6870	96787
40 GREENVILLE	141543	106264	53132	56288	27291	384518
41 GREENWOOD 50	20132	15114	7557	8006	3882	54691
42 GREENWOOD 51	3316	2489	1245	1318	639	9007
43 GREENWOOD 52	3017	2265	1133	1200	581	8196
44 HAMPTON 1	8110	6088	3044	3225	1563	22030
45 HAMPTON 2	6183	4642	2321	2458	1192	16796
46 HORRY	58608	44000	22000	23306	11300	159214
47 JASPER	12305	9237	4619	4893	2373	33427
48 KERSHAW	29040	21803	10902	11550	5600	78895
49 LANCASTER	33223	24942	12471	13212	6406	90254
50 LAURENS 55	13865	10409	5205	5513	2673	37665
51 LAURENS 56	10561	7928	3964	4200	2036	28689
52 LEE	21240	15947	7973	8446	4096	57702
53 LEXINGTON 1	20076	15073	7536	7984	3871	54540
54 LEXINGTON 2	38671	29032	14517	15378	7455	105053
55 LEXINGTON 3	10080	7568	3783	4009	1944	27384
56 LEXINGTON 4	6486	4870	2434	2580	1250	17620
57 LEXINGTON 5	17495	13134	6568	6958	3373	47528
58 MCCORMICK	7789	5848	2925	3097	1503	21162
59 MARION 1	12929	9707	4853	5141	2493	35123
60 MARION 2	12084	9072	4535	4805	2329	32825
61 MARION 3	4788	3595	1798	1905	923	13009
62 MARION 4	2314	1737	869	920	446	6286
63 MARLBORO	28330	21269	10633	11266	5462	76960
64 NEWBERRY	21381	16051	8025	8503	4123	58083
65 OCONEE	29389	22064	11032	11688	5667	79840
66 ORANGEBURG 1	5287	3969	1984	2103	1019	14362
67 ORANGEBURG 2	5178	3887	1944	2059	998	14066
68 ORANGEBURG 3	21592	16211	8105	8587	4163	58658
69 ORANGEBURG 4	9391	7051	3525	3734	1811	25512
70 ORANGEBURG 5	24714	18554	9276	9827	4764	67135
71 ORANGEBURG 6	5430	4076	2038	2159	1047	14750
72 ORANGEBURG 7	5384	4042	2022	2142	1038	14628
73 ORANGEBURG 8	2669	2005	1002	1062	514	7252
74 PICKENS	27436	20597	10299	10911	5290	74533
75 RICHLAND 1	122287	91807	45904	48631	23578	332207
76 RICHLAND 2	39775	29862	14931	15818	7670	108056

TABLE 11 (Continued)

77 SALUDA	6901	5181	2591	2744	1331	18748
78 SPARTANBURG 1	14639	10991	5495	5822	2823	39770
79 SPARTANBURG 2	20214	15175	7589	8039	3898	54915
80 SPARTANBURG 3	9350	7019	3511	3718	1803	25401
81 SPARTANBURG 4	9382	7044	3522	3731	1809	25488
82 SPARTANBURG 5	11508	8641	4319	4577	2219	31264
83 SPARTANBURG 6	22008	16523	8261	8752	4243	59787
84 SPARTANBURG 7	39684	29794	14897	15782	7651	107808
85 SUMTER 2	36397	27325	13663	14474	7017	98876
86 SUMTER 17	38657	29021	14511	15373	7454	105016
87 UNION	19976	14998	7498	7944	3851	54267
88 WILLIAMSBURG	37138	27881	13941	14769	7160	100889
89 YORK 1	14104	10589	5294	5610	2719	38316
90 YORK 2	6789	5097	2548	2699	1309	18442
91 YORK 3	27758	20839	10419	11038	5352	75406
92 YORK 4	5463	4102	2051	2172	1053	14841
*State Institutions	-	117,476	169,795	-	-	287,271

* Carry-over Funds

TABLE 12

ALLOCATION OF FEDERAL FUNDS BY FORMULA FACTORS (FY 1979)

DISTRIBUTION OF $ 5441158 :

30 PERCENT FOR VOCATIONAL ENROLLMENT

35 PERCENT FOR TAX EFFORT
OPTION 2: YIELD RATIO FLOOR=0

35 PERCENT FOR LOW INCOME PUPILS
OPTION 2: PERCENTAGE FLOOR=0 NUMBER FLOOR=0

0 PERCENT FOR NUMBER OF HANDICAPPED PUPILS

		VOCATIONAL ENROLLMENT	TAX EFFORT	LOW INCOME	HANDI-CAPPED	TOTAL
	STATETOTALS	1632348	1904404	1904405	0	5441157
1	ABBEVILLE	10879	11381	10010	0	32270
2	AIKEN	63306	50398	53309	0	167013
3	ALLENDALE	8459	4900	10921	0	24280
4	ANDERSON 1	11897	20958	5695	0	38550
5	ANDERSON 2	11625	12809	6128	0	30562
6	ANDERSON 3	6389	7106	4352	0	17847
7	ANDERSON 4	7543	7161	4186	0	18890
8	ANDERSON 5	30692	44679	21088	0	96459
9	BAMBERG 1	6073	4956	8695	0	19724
10	BAMBERG 2	4580	3102	7683	0	15365
11	BARNWELL 19	3494	4586	5125	0	13205
12	BARNWELL 29	3574	5501	3220	0	12295
13	BARNWELL 45	11388	6403	7324	0	25115
14	BEAUFORT	26315	24763	43243	0	94321
15	BERKELEY	51658	48272	61185	0	161115
16	CALHOUN	7656	4517	14629	0	26802
17	CHARLESTON	122349	135230	188945	0	446524
18	CHEROKEE	19146	21592	18834	0	59572
19	CHESTER	19247	18006	24952	0	62205
20	CHESTERFIELD	24472	25055	30289	0	79816
21	CLARENDON 1	5507	4335	16414	0	26256
22	CLARENDON 2	9590	4799	17408	0	31797
23	CLARENDON 3	5032	3228	9293	0	17553
24	COLLETON	16126	16555	35689	0	68370
25	DARLINGTON	37952	44811	5[illegible]496	0	137259
26	DILLON 1	4795	6624	10498	0	21917
27	DILLON 2	6367	14401	21180	0	41948
28	DILLON 3	5666	11668	10148	0	27482
29	DORCHESTER 1	4263	2853	8179	0	15295
30	DORCHESTER 2	17800	20076	11032	0	48908
31	DORCHESTER 3	5824	3146	6882	0	15852
32	EDGEFIELD	12202	7289	18687	0	38178
33	FAIRFIELD	16398	9932	25642	0	51972
34	FLORENCE 1	32988	35333	34530	0	102851
35	FLORENCE 2	6503	3422	7177	0	17102
36	FLORENCE 3	17302	8403	23453	0	49158
37	FLORENCE 4	6842	5112	10664	0	22618
38	FLORENCE 5	2918	2571	5557	0	11046
39	GEORGETOWN	28317	23807	44660	0	96784

TABLE 12 (Continued)

40 GREENVILLE	118843	167308	98365	0	384516
41 GREENWOOD 50	13593	24904	16193	0	54690
42 GREENWOOD 51	3110	4204	1693	0	9007
43 GREENWOOD 52	4456	2388	1353	0	8197
44 HAMPTON 1	7158	4172	10700	0	22030
45 HAMPTON 2	5304	3214	8281	0	16799
46 HORRY	41243	47401	70569	0	159213
47 JASPER	7611	9448	16368	0	33427
48 KERSHAW	28498	23271	27124	0	78893
49 LANCASTER	30160	39281	20812	0	90253
50 LAURENS 55	15255	11709	10700	0	37664
51 LAURENS 56	7611	11297	9780	0	28688
52 LEE	12688	11042	33969	0	57699
53 LEXINGTON 1	19123	25793	9624	0	54540
54 LEXINGTON 2	35272	56165	13617	0	105054
55 LEXINGTON 3	7577	12703	7103	0	27383
56 LEXINGTON 4	4399	8086	5134	0	17619
57 LEXINGTON 5	12315	29959	5254	0	47528
58 MCCORMICK	7407	3347	10406	0	21160
59 MARION 1	8923	10523	15678	0	35124
60 MARION 2	8470	10684	13672	0	32826
61 MARION 3	2669	4451	5888	0	13008
62 MARION 4	2296	1866	2125	0	6287
63 MARLBORO	23386	22366	31209	0	76961
64 NEWBERRY	22414	19522	16147	0	58083
65 OCONEE	35781	25684	18374	0	79839
66 ORANGEBURG 1	4512	4017	5833	0	14362
67 ORANGEBURG 2	4263	3135	6671	0	14069
68 ORANGEBURG 3	18128	12743	27786	0	58657
69 ORANGEBURG 4	6819	8589	10102	0	25510
70 ORANGEBURG 5	14136	25564	27436	0	67136
71 ORANGEBURG 6	6797	2995	4959	0	14751
72 ORANGEBURG 7	4535	2613	7480	0	14628
73 ORANGEBURG 8	2952	1919	2383	0	7254
74 PICKENS	30986	25908	17638	0	74532
75 RICHLAND 1	96543	128659	107004	0	332206
76 RICHLAND 2	22538	70878	14638	0	108054
77 SALUDA	8097	3970	6680	0	18747
78 SPARTANBURG 1	13129	17119	9523	0	39771
79 SPARTANBURG 2	12915	32549	9449	0	54913
80 SPARTANBURG 3	11128	8117	6155	0	25400
81 SPARTANBURG 4	11976	11018	2493	0	25487
82 SPARTANBURG 5	10721	13413	7131	0	31265
83 SPARTANBURG 6	23172	23071	13543	0	59786
84 SPARTANBURG 7	20661	56802	30344	0	107807
85 SUMTER 2	21984	30790	46105	0	98879
86 SUMTER 17	27288	34401	43326	0	105015
87 UNION	17879	21660	14730	0	54269
88 WILLIAMSBURG	24517	15766	60605	0	100888
89 YORK 1	11852	16583	9882	0	38317
90 YORK 2	5926	8579	3938	0	18443
91 YORK 3	14532	36788	24087	0	75407
92 YORK 4	5666	6230	2944	0	14840
STATE AGENCIES	0	0	0	0	0

TABLE 13
ALLOCATION OF FEDERAL FUNDS: SUBPART 2 - ADULT, P. L. 94-482 (FY 1979)

Eligible Recipient	Adult Health Occupations Phase II*	Special* Adult
Aiken (01)	$ 22,490	$ 15,600
Anderson, District (02)		685
Anderson, District (05)	59,320	15,554
Anderson, AVC 1 & 2 (00)		17,155
Barnwell AVC (00)		9,456
Beaufort (01)		7,882
Berkeley (01)		10,560
Charleston (01)		12,825
Cherokee (01)	9,710	6,960
Chester (01)	8,525	38,700
Clarendon AVC (00)		7,546
Colleton (01)		3,840
Darlington Area 1 (01)		11,700
Darlington Area 2 (01)	9,710	240
Dillon AVC (00)		8,179
Dorchester AVC (00)		10,080
Fairfield (01)		27,500
Florence District (01)	21,112	840
Florence District (02)		2,565
Greenville - Donaldson (01)		8,100
Greenville - Foothills (01)		7,425
Greenville - Enoree (01)		8,550
Greenwood AVC (00)	17,248	--
Hampton District (01)		3,590
Horry Area 1 (01)	32,482	4,368
Horry Area 2 (01)		2,880
Horry Area 3 (01)		4,800
Kershaw (01)	11,667	16,144
Lancaster Area 1, 2, 3, (01)		2,940
Lancaster AVC Area 4 (01)	14,429	37,200
Laurens (56)	12,598	--
Lee (01)		1,017
Lexington District (01)	9,472	6,608
Lexington District (03)		750
Marion AVC (00)	17,743	3,872
Marlboro (01)	9,251	11,484
Newberry (01)		1,350
Oconee (01)	16,268	30,263
Orangeburg District (04)		2,700
Pickens (01)	10,320	4,180
Richland District (01)	31,994	--
Richland District (02)		1,080
Spartanburg LPN Hospital (07)	78,929	--
Spartanburg Anderson (00)	76,212	17,850
Spartanburg Morgan (00)		18,213
Spartanburg Swofford (00)		13,200
Sumter AVC (02)	23,784	2,250
Union (01)		1,200
York District (01)		1,350
York District (03)	8,326	4,500
GRAND TOTAL	$501,590	$425,731

*Funds listed above were not allocated according to the formula, but are on an application basis.

TABLE 14

ALLOCATION OF FEDERAL FUNDS: SUBPART 4-DISADVANTAGED, P. L. 94-482

(FY 1979)

ELIGIBLE RECIPIENT	SPECIAL NEEDS SUBPART 4*
Fairfield	$ 29,167
Barnwell #19	39,309
Richland #1	40,000
Darlington	23,537
Beaufort	22,238*
Georgetown	32,547
Cherokee	32,046
Colleton	22,863
Aiken	22,238*
Lancaster	26,237*
Marlboro	28,709
Florence #2	10,956
GRAND TOTAL	$329,847

95

TABLE 15

ALLOCATION OF FEDERAL VOCATIONAL FUNDS TO LOCAL TECHNICAL EDUCATION CENTERS FOR POSTSECONDARY EDUCATION (FY 1979)

(Ranked in Order of Priority for Federal Funding)

Name of Center	Amount
Trident TEC	$115,452
Sumter TEC	64,727
Florence-Darlington TEC	60,669
Piedmont TEC	52,794
Horry-Georgetown TEC	40,430
York TEC	27,520
Orangeburg TEC	46,554
Chesterfield TEC	25,843
Beaufort TEC	37,453
Tri-County TEC	64,294
Williamsburg TEC	19,552
Midlands TEC	120,910
Greenville TEC	89,373
Spartanburg TEC	57,507
Aiken TEC	23,472
TOTAL	$846,550

*-Amount includes only Federal Funds under Section 102(a), Subpart 2, of P. L. 94-482. $10,440 budgeted for Energy Education under Subpart 2 of P. L. 94-482 for FY 1979 is not included in this amount and will be allocated to the State TEC System on a separate Grant Award Basis.

6. Program Evaluation

Public Law 94-482, Section 112(b)(1) requires that each vocational program in South Carolina be evaluated to determine its effectiveness and that the results of these evaluations be used to revise the State's programs. All program evaluations shall be made readily available to the State Advisory Council for Vocational-Technical Education.

a. Criteria

(1) All expenditures for personnel, equipment, supplies, and travel are consistent with approved local plan.

(2) Employment opportunities in areas served by the vocational education program afford students, upon completion, the opportunity to secure employment related to their training.

(3) The curriculum is relevant to employment needs.

(4) The present curriculum reflects the type program as shown by the local vocational plan.

(5) Equipment, facilities, and supplies are adequate for effective training.

(6) The training is similar to the skills used by industry.

(7) The vocational educational instructional staff is certified.

(8) Follow-up data are used in revising the vocational program.

(9) Employers consider program completers and leavers well-trained and prepared for employment.

(10) Actions are being taken to overcome sex discrimination and sex stereotyping in all vocational education programs.

b. Components

(1) On-Site Visitation

(a) On-site visits shall be conducted by State staff personnel to measure the degree to which programs are operating according to the approved local plan. An evaluation instrument, designed to provide an objective measure of program attainments consistent with approved local plans, shall be utilized by State staff personnel during on-site visits. Monitoring of equipment purchased with State and Federal funds shall also be a part of the evaluation process.

(b) The coordinator and/or evaluation team shall meet with local administrators at the beginning and ending of the evaluation visit.

(c) The coordinator of the team visit shall finalize the report, make recommendations and submit the report to the Office of Vocational Education. The Director of Vocational Education shall review and submit the final report to the superintendent of the local school districts indicating all required adjustments to be made within 30 days.

(d) After receiving notification of deficiencies and/or violations, school districts shall respond in writing to the Director, Office of Vocational Education, the actions taken to correct deficiencies within the time allotted.

(2) Vocational Data Collection and Reporting

(a) An automated vocational data collection and reporting system currently in operation shall be used to evaluate the extent to which completers and leavers find employment in occupations related to their training and are considered by their employers to be well-trained and prepared for employment. The system is based on data aggregation at the teacher level and consists of the following major collection components:

1.	Staff/Student Enrollment	(September)
2.	Student Completion	(May)
3.	Student Placement Follow-Up	(February)

Output reports from the Student Placement Follow-Up Component identify, for each respondent school, the number and percentage of student completers and leavers by O. E. Code placed in a job directly related to their vocational training. An additional output report is produced which ranks schools according to the percentage of students placed in a job directly related to their vocational training.

(b) A random sample shall be selected for each program O. E. Code for the employer follow-up collection, based on the National Vocational Education Data Reporting and Accounting System (VEDS). VEDS is being developed jointly by the Commissioner of Education and the Administrator of the National Center for Education Statistics, and is scheduled for implementation by October 1, 1978.

(c) Procedure for Evaluating Vocational Education Programs in School Districts

(1) The Program Planning and Development Section will meet for an in-service conference by August 1 to:

- (a) Receive and review the evaluation report forms and discuss policies and procedures for the evaluation and equipment monitoring of school districts.
- (b) Identify the school districts to be evaluated between October 1, 1977 and March 30, 1978.
- (c) Select dates and designate the chairperson for the visits.

(2) The district chairperson will:

- (a) Contact the school superintendent by December 1 requesting possible dates for the evaluation team to visit vocational education programs in the school district.
- (b) Request that a person be identified as a local coordinator with whom the chairperson can coordinate all other activities of the evaluation team.
- (c) Three weeks before the scheduled visit contact the local coordinator and arrange for:
    1. Distribution of forms.
    2. The evaluation team to meet on the initial day of visitation with school administrators and other significant individuals as members of the Board, Advisory Council and/or employers.
- (d) The agenda for the meeting of the evaluation team, school administrators and others will include:
    1. Stated purposes and procedures for the vocational program evaluation and monitoring of equipment.
    2. General description of the total vocational program in the school district including long-range plans, strengths and weaknesses of the program.

(3) The chairperson will:

  (a) Compile a summary report of the total evaluation for the school district.

  (b) Send the completed report to the designated State Chairperson for Evaluation of School Districts within ten (10) days following the completion of the visitation.

    1. The complete report shall consist of:

      (a) A summary of the reports of the administrator, teachers and team members.

      (b) A narrative report which includes general observations, discrepancies, and recommendations.

      (c) A report on equipment which has been monitored.

(4) The State Chairperson shall submit the completed report for review and recommendations to the following:

  (a) State Supervisors of each vocational service.

  (b) Chief Supervisor of Program Planning and Development.

  (c) Director of Vocational Education.

(5) The Director, Office of Vocational Education, will submit to the superintendent of each school district, a copy of the complete evaluation report accompanied by a letter which identifies action to be taken to correct discrepancies.

(6) The local school administrator shall report to the Director, Office of Vocational Education, action taken on recommendations to correct discrepancies. This information will be distributed to the State Supervisors and district chairperson.

(7) The State Chairperson shall submit a copy of each evaluation report to the State Advisory Council for Vocational Education.

V. PROGRAM ADMINISTRATION AND PLANNING

A. INTRODUCTION

The State Board of Education wholeheartedly endorses and supports the basic intent of Public Law 94-482 to improve State vocational education planning by involving a wide range of agencies and individuals concerned with education and training within South Carolina in the development of vocational education plans. As an initial step, the State Board of Education established the Planning Committee in accordance with Public Law 94-482, which includes representation from the following groups:

- Office of Vocational Education
- State Board for Technical and Comprehensive Education
- Commission on Higher Education
- Vocational Education Teachers
- Local School Administrators
- Office of the Governor, Manpower Division (CETA)
- State Advisory Council
- Local School Boards

In order to gain the active participation of these groups in the actual writing of the Plan, the State Board of Education determined that a task force committee approach would be the most effective method for the State Plan development effort. Sixteen task force committees involving 114 persons were organized to develop preliminary drafts of assigned sections of the State Plan. Each task force committee was chaired by a staff member from the Office of Vocational Education and contained appropriate representation to involve a wide range of other agencies and individuals in this effort. A total of 12 task force committee program assignments were determined on the basis of programmatic similarities and functional responsibilities. The materials developed by these committees have been consolidated and are shown under the appropriate sections of the Plan.

B. EMPLOYMENT DATA

METHODOLOGY

DEMAND

Occupational demand data are developed through the Federal-State Occupational Employment Statistics (OES) Program in which the South Carolina Employment Security Commission cooperates with the Bureau of Labor Statistics and the Employment and Training Administration of the U.S. Department of Labor.

The occupational employment data presented in this report were prepared following procedures outlined in "Tomorrow's Manpower Needs, BLS Bulletin 1606" and its "Supplements." Four general steps were followed:

1. Development of projections of wage and salary employment.
2. Adjustment to total employment.
3. Development of occupational projections using the Industry-Occupation Employment Matrix System.
4. Development of estimates of occupational replacements requirements.

These occupational data yield an estimate of those additional workers needed annually in an occupation because of growth or expansion. Also included are estimates of annual average separations or replacement needs resulting from death or retirement among workers currently employed. This sum of replacement needs plus those additional workers needed for expansion yields net demand by occupation.

The occupational projections were prepared using the industry-occupation employment matrix approach. The matrix is a table showing the occupational pattern of each industry, i.e., the ratio of employment in each occupation to total employment in the industry. In this case the matrix covered 377 occupations cross-classified by 201 industry sectors.

Occupations were coded according to BLS/Matrix Occupational Classification Codes. For this study, employment by BLS/Matrix Code was converted to U.S.O.E. codes through the use of Supplement 3 (Revised) (1975) to "Tomorrow's Manpower Needs" - "Matching Occupational Classifications to Vocational Education Program Codes."

There are certain limitations and technicalities that could affect the degree of accuracy of these data. For example, these occupational data do not include estimates of future demand resulting from labor turnover. Furthermore, the employment levels and changes reflected by the occupational projections are sometimes small, which may imply unwarranted accuracy. In addition, projections must start with a basic set of assumptions about future social and business conditions.

SUPPLY

The supply component was derived from most current year placement data on program completers and leavers (with marketable skills) which was provided by the State Department of Education for high schools and Area Vocational Centers, State TEC for its two-year post-secondary institutions and the Governor's Office, Manpower Division for all CETA-sponsored training. These historical ratios, adjusted where necessary, were used to project supply to program to FY 1982. Private sources of supply were omitted this year due to the unavailability of this data.

OCCUPATIONAL EMPLOYMENT TRENDS

The 1977 estimate of annual average employment in South Carolina is 1,245,600. By 1982, the State's employment is projected to reach 1,405,300, an increase of 159,700.

South Carolina's occupational profile is expected to follow the national trend with white-collar employment growing faster than blue-collar occupations. In 1977 white-collar workers constituted 40.3 percent of total employment in South Carolina as compared to 49.5 percent in the nation. By 1982 this proportion should rise to 41.5 percent in the State and 50.8 percent in the nation. Expansion and diversification of the State's economy will increase demand for professional and technical workers in research and development and health care and for managers, as sizes of business firms increase. The increasing volume of paperwork created by a growing economy will create additional demand for clerical workers.

Employment of blue-collar workers, on the contrary, will decline relative to total employment, as automation in manufacturing continues and service-producing industries gain a greater share of the total. Blue-collar workers accounted for 44.8 percent of total employment in 1977. By 1982 this proportion is expected to drop to 43.8 percent of the total.

Relatively, employment of service workers is expected to increase slightly over the study period, while employment of farm workers will continue to decline. Projections indicate that only about 2 of every 100 workers in South Carolina will be employed as a farm worker in 1982.

ANNUAL AVERAGE JOB OPENINGS

Job needs for a particular occupation are a combination of openings due to new jobs created by growth or expansion in the economy and openings due to worker separations from the labor force for such reasons as death or retirement. While growth in an occupation is a good indicator of future job opportunities, labor force separations can be equally or even more important in certain occupations. In fact, in South Carolina more job openings are expected to result from labor force separations than from economic growth between 1977 and 1982. Thus, many job opportunities may be available even for declining occupations, as a result of workers withdrawing from the labor force. Total annual average job openings are estimated at 67,500 each year over the 5-year study period. About 47 percent of these occupations, or 31,900, will be created by growth; while 53 percent, or 35,600, will result from labor force separations.

In the past, studies showed that occupations with a high percentage of female workers tended to have high replacement needs, since women were more likely to withdraw from the labor force because of family obligations. Traditionally, women have also retired at an earlier age than men. Female labor force participation has changed radically in the past 10 years, however. Consider clerical occupations, in which a large proportion of women are employed. In 1974, for every 100 job openings due to growth in this category, 158 were due to separations. Today, the situation is reversed. Clerical job openings resulting from growth outnumber openings resulting from labor force separations. For every 100 clerical job openings due to separations, 118 are due to growth, clearly an indication of changing female labor force participation rates. Additional occupational groups in which job openings resulting from growth exceed those from separations are the professional and technical category and the craft workers category.

PROFESSIONAL, TECHNICAL AND KINDRED

Employment in professional, technical, and kindred occupations is expected to show a greater percentage increase than any other occupational group except clerical workers between 1977 and 1982. It is expected to increase by about 16 percent, as compared to a 13 percent increase for all occupations. The percent distribution of professional and technical occupations to all occupations in the State is expected to increase from 11.9 percent to 12.1 percent over the study period.

Among the fastest growing occupations are those associated with health. This is in response to a growing population and the increase in the number of older persons. For example, a 33 percent increase is projected for health technologists and technicians over the study period, with employment increasing from 4,500 in 1977 to 6,000 in 1982. For medical workers, except technicians the projected increase is 22.5 percent, an increase of 4,600 over the study period

Another group of fast growing occupations are technicians, excluding health. This category is expected to increase by 26 percent over the 5-year period, twice the growth rate for all occupations. Also, the category of engineering and science technicians is expected to experience a rapid increase over the study period, 20 percent. The growing demand for technical workers is related to increasing industrialization, with accompanying technological innovations, urban renewal, environmental protection, and the need for greater efficiency in energy utilization.

MANAGERS, OFFICIALS, AND PROPRIETORS

Employment in this major group is expected to grow from 119,700 in 1977 to 136,800 in 1982. An increase of 14 percent, this is consistent with the 13 percent projected increase for overall employment and reflects the direct relationship between economic expansion and the consequent increase in managerial requirements.

Changes in business size and organization have resulted in divergent growth trends for salaried and self-employed managers. Salaried managers will represent the greatest amount of this increase since the trend towards large corporations will continue to restrict the growth of privately owned businesses. This is especially true in retail trade. Expansion in wholesale and retail trade and financial institutions will increase job opportunities for buyers, sales managers, and financial managers.

SALES WORKERS

The anticipated expansion of trade, resulting from population growth and business expansion, is expected to increase the need for sales workers, while changing techniques in merchandising are expected to hold down the rate of increase. Employment of sales workers is expected to increase about 9,500 over the study period. The projected rate of increase is 14 percent, slightly more than the increase anticipated for all occupations. The relative proportion of sales workers to total employment is expected to change little over the 5-year period. The increase in demand for retail sales workers, who account for nearly three-fourths of all workers in this group, is related to stores' expanding into suburban areas and remaining open longer. However, changes in merchandising techniques, such as increased use of self-service checkout counters, and vending machines will stabalize the rate of growth in this category.

CLERICAL WORKERS

Clerical workers, the largest of white-collar occupational groups is expected to show a greater relative increase than any other occupational group between 1977 and 1982, almost 19 percent. Employment in this category is expected to increase 31,100 over the study period. Relative to total employment, employment of clerical workers should increase from 13.7 percent in 1977 to 14.1 percent in 1982.

Employment of clerical workers will be greatly affected by technological developments in computer processing, office equipment, and communications devices -- all of which are expected to retard the growth of employment for some clerical occupations and increase it for others. The use of computers and bookkeeping machines to handle routine, repetitive work, for example, is expected to reduce the utilization of clerks in filing, payroll computation, inventory control, and customer billing. At the same time, employment of computer and peripheral equipment operators is expected to increase substantially. Dictation machines will severely reduce the need for stenographers.

Certain types of clerical workers, however, are unlikely to be affected significantly by technological developments. Secretaries and receptionists, for example, whose jobs involve a high degree of personal contact, should not be greatly affected. The continued growth of these occupations results to a great extent from the high concentration of these workers in rapidly expanding industries, such as medical and other health services and miscellaneous business services.

CRAFT AND KINDRED WORKERS

Craft and kindred workers constitute the second largest of all the occupational groups. An increase of 28,600 is anticipated over the study period, bringing the 1982 employment level to 223,900. The approximate 15 percent increase is somewhat greater than the increase anticipated for all occupations. This category's relative share of total employment is expected to increase slightly between 1977 and 1982. Total job openings in craft occupations will result largely from economic growth.

Construction craft workers account for over 35 percent of the employment in this category. Highly skilled construction occupations such as carpenter, brick and stonemason, electrician, painter, plumber, and pipefitter are expected to be among the fastest growing occupations. Mechanics and repairers account for 28 percent of craft workers' employment. Demand is expected to be especially good for heavy equipment mechanics; auto mechanics; air conditioning, heating, and refrigeration mechanics; and radio and television repairers.

OPERATIVES

Employment in operative occupations was nearly one-fourth of the total employment in South Carolina in 1977. Although employment in this category is expected to increase by 20,900 between 1977 and 1982, the rate of increase, 7 percent, is considerably lower than for all occupations, 13 percent. The percent distribution of operatives employment to total employment is projected to decrease slightly over the study period. This reflects the decrease in the growth rate of manufacturing in the State, as well as the effects of automation of production processes.

Employment demand for operative occupations will reflect the rate of growth of the particular industry in which they are utilized, as well as the impact of technological innovations. For example, the projected increase in the employment of welders and other semi-skilled metal workers reflects anticipated expansion in machinery manufacturing. A decline in the number of solderers reflects new processes in electrical and electronic equipment manufacturing. Increasing demands for semi-skilled packers and inspectors (with the exception of graders and sorters in manufacturing) may possibly indicate growth in durable goods manufacturing and stable employment in food products manufacturing. Operatives in non-durable goods manufacturing generally will be confronted by limited job openings or displacement because of technological innovations. The number of garage workers and gas station attendants shows a decreasing trend because of a slower growth in the gasoline service station industry and an increasing trend toward self-service stations.

SERVICE WORKERS

A growing population, expanding business activity, increasing leisure time, and rising levels of disposable personal income are the major factors underlying increased needs for service workers. This heterogenous occupational group encompasses a wide variety of jobs and skills. Included are such diverse occupations as FBI agent, policeman, beauty shop operator, and janitor.

Employment in this occupational category will increase by over 15 percent from 1977 to 1982 in South Carolina. The growth of service-related activities along with the need to replace workers who withdraw from the labor force is expected to create an annual demand of approximately 11,200 service workers over the 5-year period. Amost 60 percent of these annual job openings will result from separations.

Health service workers are expected to be the leading gainers, increasing 30 percent from 1977 to 1982. An aging, growing population and expanding coverage of medical programs will encourage expansion in the health service industry and in related occupations. More working mothers will mean increased use of nursery schools and demand for child-care workers. Demand for food service workers will coincide with the rapid growth in the number of eating and drinking establishments. Increased demand for cleaning service workers are expected as a result of expansion in the trade, hotel, and motel, and manufacturing industries. In contrast to the employment gains anticipated for other service workers, the number of private household workers is projected to decline statewide and nationally. A continuing decline in the number of these service workers is expected despite a rise in the demand for them. Few persons are expected to seek household jobs because of the poor earnings and inglorious social status associated with these jobs.

NON-FARM LABORERS

Employment in non-farm labor occupations is expected to increase by about 11 percent by 1982. However, this group's share of the State's total employment will decrease slightly over the study period.

The increase in demand for laborers is expected to be offset by rising output per worker, resulting from the continuing substitution of machinery for manual labor. For example, power-driven equipment such as forklift trucks, derricks, cranes, hoists and conveyor belts will take over more of the handling of material in factories, at freight terminals, and in warehouses. Other power-driven machines will do excavating, ditch digging and similar work. In addition, integrated systems for processing and handling material and equipment will be installed in an increasing number of plants.

FARMERS AND FARM WORKERS

Despite rapid growth in the demand for agricultural products, both at home and for export, the number of farm workers is expected to decline from 32,500 in 1977 to 29,900 in 1982, an 8 percent decline.

Declining employment needs will continue to be related to rising productivity per worker on farms. Coinciding with increased productivity has been an increase in the size and cost of an average farm. The rising capital and managerial requirements of larger farms will lead to fewer self-employed farmers. Innovations in crop and livestock production will result in limited demand for farm laborers. However, irrigation and crop specialization may result in a stabilized number of farms and a stable farm population near the end of the forecast period.

TABLE 16

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

		EMPLOYMENT			ANNUAL AVERAGE DEMAND		
		ESTIMATED	PROJECTED				TOTAL
O. E. CODE	TITLE	1977	1979	1982	GROWTH	REPLACEMENT	DEMAND
	AGRICULTURE						
01.0100	Agricultural Production	28,560	27,510	25,950	-520	1,130	610
01.0100	Agricultural Production	25,240	24,300	22,890	-470	1,020	550
01.0101	Animal Science	3,130	3,000	2,820	-60	100	40
01.0104	Farm Business Mgmt.	190	210	240	10	10	20
01.0200	Agri. Supplies/Services	540	600	680	30	20	50
01.0200	Agri. Supplies/Services	90	100	100	*	*	*
01.0202	Feeds	70	80	80	*	*	*
01.0299	Agri. Supplies/Services, Other	380	420	500	20	20	40
01.0300	Agri. Power & Machinery	780	860	970	40	10	50
01.0400	Agri. Products	270	290	330	10	20	30
01.0500	Horticulture	8,140	8,700	9,520	280	370	650
01.0502	Floriculture	30	30	30	0	*	*
01.0504	Landscaping	7,670	8,210	9,020	270	360	630
01.0505	Nursery Oper. & Mgmt.	440	460	470	10	10	20
01.0600	Agricultural Resources	1.420	1,500	1,630	40	40	80
01.0601	Forests	1,060	1,120	1,220	30	30	60
01.0603	Soil Conservation	360	380	410	10	10	20
01.0700	Forestry	SEE 01.0601					
01.9900	Agriculture, Other	440	520	630	40	20	60

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	1979	1982	ANNUAL AVERAGE DEMAND GROWTH	REPLACEMENT	TOTAL DEMAND
	DISTRIBUTIVE EDUCATION						
04.0100	Advertising Services	2,430	2,600	2,800	70	80	150
04.0200	Apparel and Access.	5,270	6,220	6,930	330	320	650
04.0300	Automotive Services	820	870	940	20	30	50
04.0400	Finance and Credit	3,280	3,550	3,970	140	80	220
04.0500	Floristry	40	40	40	0	*	*
04.0600	Food Distribution	19,930	21,030	22,730	560	490	1,050
04.0700	Food Services	6,710	6,970	7,370	130	240	370
04.0800	General Merchandise	33,310	35,430	38,580	1,050	1,310	2,360
04.0900	Hardware/Farm Supplies	6,340	6,720	7,290	190	130	320
04.1000	Home Furnishings	480	530	610	30	10	40
04.1100	Hotel and Lodging	3,520	3,770	4,120	120	220	340
04.1200	Industrial Marketing	7,740	8,190	8,850	220	140	360
04.1300	Insurance	7,020	7,290	7,700	140	160	300
04.1400	International Trade	INA	INA	INA	INA	INA	INA
04.1500	Personal Services	1,160	1,150	1,130	-10	50	40
04.1600	Petroleum	5,300	5,310	5,330	10	160	170
04.1700	Real Estate	6,390	6,980	7,870	300	280	580
04.1800	Recreation & Tourism	540	570	620	20	10	30
04.1900	Transportation Mgt.	7,830	8,270	8,920	220	200	420
04.2000	Retail Trade, Other	17,820	18,640	19,850	410	380	790
04.3100	Wholesale Trade, Other	3,130	3,240	3,410	60	260	320
04.9900	Distrib. Ed., Other	3,450	3,660	3,980	110	100	210

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT			ANNUAL AVERAGE DEMAND		TOTAL DEMAND
		1977	1979	1982	GROWTH	REPLACEMENT	
	HEALTH						
07.0101	Dental Assisting	1,290	1,430	1,650	70	50	120
07.0102	Dental Hygiene	380	480	630	50	20	70
07.0103	Dental Lab. Tech.	340	370	420	20	10	30
07.0201	Cytology	90	90	100	*	*	10
07.0202	Histology	140	160	180	10	*	10
07.0203	Medical Lab. Assist.	1,990	2,210	2,530	110	50	160
07.0301	Nurse, Registered RN	9,430	10,290	11,580	430	410	840
07.0302	Nurse, Practical LPN	5,670	6,510	7,750	420	260	680
07.0303	Nursing Aid	10,640	11,780	13,470	570	400	970
07.0304	Psychiatric Aid	240	280	310	10	10	20
07.0305	Surgical Technician	380	430	510	30	30	60
07.0401	Occupational Therapy	240	270	320	20	10	30
07.0402	Physical Therapy	170	190	210	10	10	20
07.0501	Radiologic Technology	1,000	1,090	1,230	50	40	90
07.0600	Ophthalmic	170	200	230	10	10	20
07.0902	Electrocardiograph Tech.	130	150	180	10	*	10
07.0903	Inhalation Therapy	300	340	400	20	10	30
07.0904	Medical Assistance	700	780	900	40	30	70
07.0909	Mortuary Science	70	70	70	0	*	*
07.9900	Health Occup. Ed., Other	INA	INA	INA	INA	INA	INA

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	1979	1982	ANNUAL AVERAGE DEMAND GROWTH	REPLACEMENT	TOTAL DEMAND
	HOME ECONOMICS						
09.0201	Child Care Services	8,020	8,860	10,110	420	440	860
09.0202	Clothing Management	3,730	4,020	4,440	140	130	270
09.0203	Food Management	2,030	2,100	2,200	30	110	140
09.0204	Home Furnishings	INA	INA	INA	INA	INA	INA
09.0205	Inst. & Home Mgt. Serv.	11,950	12,910	14,320	470	520	990
	OFFICE						
14.0100	Acct. & Computing	26,490	27,660	29,410	580	850	1,430
14.0101	Accountants	1,710	1,840	2,020	60	50	110
14.0102	Bookkeepers	17,260	17,890	18,820	310	570	880
14.0103	Cashiers	790	840	910	20	30	50
14.0104	Machine Operators	2,680	2,790	2,980	60	80	140
14.0105	Tellers	4,050	4,300	4,680	130	120	250
14.0200	Business Data Processing	7,750	8,130	8,700	180	190	370
14.0201	DP Computer Operator	3,940	4,160	4,480	100	60	160
14.0202	Keypunch Operators	1,940	1,960	1,990	10	50	60
14.0203	Computer Programmers	1,390	1,480	1,630	50	70	120
14.0204	Systems Analysts	480	530	600	20	10	30

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	EMPLOYMENT 1979	EMPLOYMENT 1982	ANNUAL AVERAGE DEMAND GROWTH	ANNUAL AVERAGE DEMAND REPLACEMENT	TOTAL DEMAND
	OFFICE CONTINUED						
14.0300	General Clerical	22,500	25,090	28,940	1,290	760	2,050
14.0301	Duplicat. Mach. Opr.	100	100	100	0	*	*
14.0302	File Clerks	1,680	1,760	1,890	40	50	90
14.0303	General Office Clerks	17,790	19,920	23,080	1,060	600	1,660
14.0399	Gen. Off. Cler., Other	2,930	3,310	3,870	190	110	300
14.0400	Info. Communications	19,810	20,840	22,330	500	690	1,190
14.0401	Communications Systems	3,950	3,980	4,010	10	130	140
14.0403	Mail & Postal Clerks	6,110	6,360	6,720	120	150	270
14.0404	Mail Handling Mach. Opr.	20	20	20	0	*	*
14.0405	Messengers	80	80	80	0	*	*
14.0406	Reception. & Info. Clerks	4,820	5,280	5,970	230	220	450
14.0499	Info. Commun., Other	4,830	5,120	5,530	140	190	330
14.0500	Material Support	11,130	11,830	12,870	350	190	540
14.0501	Plan. & Prod. Clerks	2,270	2,410	2,610	70	40	110
14.0502	Quality Control Clerks	360	380	400	10	10	20
14.0503	Ship. & Receiv. Clerks	7,530	8,020	8,750	240	120	360
14.0504	Stock & Inven. Clerks	360	380	410	10	10	20
14.0505	Traffic & Rate Clerks	610	640	700	20	10	30

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	EMPLOYMENT 1979	EMPLOYMENT 1982	ANNUAL AVERAGE DEMAND GROWTH	ANNUAL AVERAGE DEMAND REPLACEMENT	TOTAL DEMAND
	OFFICE CONTINUED						
14.0600	Personnel, Training, Etc.	2,900	3,040	3,260	70	60	130
14.0602	Interview. & Test Tech.	860	900	960	20	20	40
14.0603	Personnel Assistants	2,040	2,140	2,300	50	40	90
14.0700	Steno, Secretarial	41,900	46,000	52,100	2,040	1,540	3,580
14.0702	Secretaries	41,130	45,280	51,450	2,060	1,520	3,580
14.0703	Stenographers	770	720	650	- 20	20	0
14.0800	Supv. & Admin. Mgmt.	8,540	9,260	10,320	350	210	560
14.0801	Admin. Assistants	600	640	690	20	20	40
14.0802	Budget Mgt. Analysts	80	90	100	*	*	*
14.0804	Data Methods Analysts	790	900	1,060	50	10	60
14.0805	General Business	6,080	6,560	7,290	240	160	400
14.0899	Supv. & Admin. Mgmt., Other	990	1,070	1,180	40	20	60
14.0900	Typing	6,620	7,040	7,680	220	220	440
14.0901	Clerk-Typists	5,130	5,460	5,960	170	170	340
14.0902	Typists	1,490	1,580	1,720	50	50	100
14.9900	Office Occup., Other	1,900	2,040	2,240	70	60	130

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	1979	1982	ANNUAL AVERAGE DEMAND GROWTH	REPLACEMENT	TOTAL DEMAND
	TECHNICAL EDUCATION						
16.0103	Architectural Tech.	SEE 17.1300					
16.0105	Chemical Technology	3,030	3,240	3,550	70	*	70
16.0106	Civil Technology	2,260	2,470	2,780	100	30	130
16.0107	Electrical Technology	1,200	1,300	1,440	50	20	70
16.0108	Electronic Technology	1,620	1,820	2,140	100	30	130
16.0109	Electro-Mechanical Tech.	110	130	160	10	*	10
16.0110	Environmental Control Tech.	240	260	290	10	*	10
16.0111	Industrial Technology	2,080	2,250	2,500	80	20	100
16.0112	Instrumentation Tech.	90	100	120	10	*	10
16.0113	Mechanical Technology	1,720	1,850	2,060	70	30	100
16.0114	Metallurgical Tech.	10	10	10	0	*	*
16.0115	Nuclear Technology	170	210	270	20	20	40
16.0117	Scientific Data Process.	SEE 14.0203					
16.0203	Food Process. Tech.	SEE 01.0401					
16.0601	Commerc. Pilot Train.	480	530	600	20	10	30
16.0602	Fire & Safety Tech.	20	20	30	*	*	10
16.0603	Forestry Technology	SEE 01.0700					
16.0605	Police Science Tech.	SEE 17.2802					
16.0699	Misc. Technical Ed.	INA	INA	INA	INA	INA	INA

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	1979	1982	ANNUAL AVERAGE DEMAND GROWTH	REPLACEMENT	TOTAL DEMAND
	TRADES AND INDUSTRY						
17.0100	Air Cond./Refrig./Heating	5,490	5,920	6,590	220	70	290
17.0100	Air Cond. & Refrig.	1,730	1,860	2,060	70	20	90
17.0101	Cooling	590	630	710	20	10	30
17.0102	Heating	3,170	3,430	3,820	130	40	170
17.0200	Appliance Repair	1,620	1,740	1,920	70	30	100
17.0200	Appliance Repair	760	820	900	30	10	40
17.0201	Electrical Appliances	420	450	500	20	10	30
17.0202	Gas Appliances	440	470	520	20	10	30
17.0300	Automotive	20,760	22,150	23,160	480	340	820
17.0300	Automotive Services	60	60	70	*	*	*
17.0301	Body & Fender	3,920	4,010	4,120	50	70	120
17.0302	Mechanics	16,780	18,080	18,970	430	270	700
17.0303	Specialization, Other	INA	INA	INA	INA	INA	INA
17.0399	Automotive Services, Other	INA	INA	INA	INA	INA	INA
17.0400	Aviation Occupations	900	950	1,030	30	10	40
17.0401	Aircraft Maintenance	670	700	750	20	10	30
17.0402	Aircraft Operations	INA	INA	INA	INA	INA	INA
17.0403	Ground Operations	230	250	280	10	*	10

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

		EMPLOYMENT			ANNUAL AVERAGE DEMAND		
O. E. CODE	TITLE	1977	1979	1982	GROWTH	REPLACEMENT	TOTAL DEMAND
	TRADES AND INDUSTRY CON'T.						
17.0600	Business Mach. Maint.	1,150	1,280	1,460	60	20	80
17.0700	Commercial Art Occupations	530	570	620	20	30	50
17.0700	Commercial Art	200	220	240	10	10	20
17.0701	Interior Decorating	130	130	140	*	10	10
17.0703	Product Design	200	220	240	10	10	20
17.0800	Comm. Fishing Occupations	870	890	900	10	30	40
17.0800	Commercial Fishery	490	490	490	0	20	20
17.0801	Seamanship	330	350	360	10	10	20
17.0802	Ship/Boat Oper./Maint.	50	50	50	0	*	*
17.0900	Commercial Photography	740	780	830	20	20	40
17.1000	Const. & Maint. Trades	85,400	91,280	99,560	2,840	1,870	4,710
17.1000	Constr. & Maint. Trades	3,310	3,460	3,690	80	130	210
17.1001	Carpentry	26,980	28,420	30,570	720	710	1,430
17.1002	Electricity	10,070	10,800	11,900	370	150	520
17.1003	Heavy Equip. Maint./Opr.	10,310	11,220	12,090	350	180	530
17.1004	Masonry	7,950	8,440	9,180	250	130	380
17.1005	Paint. and Decorating	10,680	11,530	12,790	420	290	710
17.1006	Plastering	670	700	740	10	10	20

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E.		EMPLOYMENT			ANNUAL AVERAGE DEMAND		TOTAL
CODE	TITLE	1977	1979	1982	GROWTH	REPLACEMENT	DEMAND
	TRADES AND INDUSTRY CON'T.						
17.1007	Plumbing & Pipefitting	6,100	6,680	7,540	290	120	410
17.1008	Dry-Wall Installation	940	980	1,050	20	*	20
17.1009	Glazing	190	210	230	10	*	10
17.1010	Roofing	1,590	1,730	1,930	70	20	90
17.1099	Const. & Maint., Other	6,610	7,110	7,850	250	130	380
17.1100	Custodial Services	14,550	15,510	16,940	480	580	1,060
17.1200	Diesel Mechanic	1,010	1,060	1,130	20	20	40
17.1300	Drafting	2,810	3,050	3,420	120	30	150
17.1400	Electrical Occupations	3,100	3,220	3,410	60	30	90
17.14	Electrical Occupations	530	570	630	20	*	[illegible]
17.1401	Industrial Electrician	40	40	40	0	*	*
17.1402	Lineman	2,450	2,530	2,650	40	20	60
17.1403	Motor Repairman	80	80	90	*	*	*
17.1500	Electronics Occupations	15,470	16,160	17,300	390	200	590
17.1500	Electronics	10,280	10,700	11,330	210	150	360
17.1501	Communications	3,290	3,370	3,590	80	20	100
17.1503	Radio/Television	1,900	2,090	2,380	100	30	130

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	EMPLOYMENT 1979	EMPLOYMENT 1982	ANNUAL AVERAGE DEMAND GROWTH	ANNUAL AVERAGE DEMAND REPLACEMENT	TOTAL DEMAND
	TRADES AND INDUSTRY CON'T.						
17.1600	Fabric Maint., Services	7,830	8,080	8,500	130	240	370
17.1600	Fabric Maint., Services	5,120	5,290	5,580	90	160	250
17.1601	Drycleaning	100	110	110	*	*	*
17.1602	Laundering	1,990	2,030	2,110	20	70	90
17.1699	Fabric Maint. Serv., Other	620	650	700	20	10	30
17.1900	Graphic Arts Occupations	3,050	3,200	3,430	80	60	140
17.1901	Composition, Makeup & Typeset.	1,990	2,080	2,220	50	40	90
17.1902	Printing Press	880	930	990	20	20	40
17.1903	Lithography, Photo. & Platemaking	50	50	60	*	*	*
17.1904	Photoengraving	130	140	160	10	*	10
17.2100	Instrument Maintenance	1,350	1,410	1,530	30	50	80
17.2101	Instruments	930	1,000	1,140	40	30	70
17.2102	Watchmaking & Repair	420	410	390	-10	20	10

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT			ANNUAL AVERAGE DEMAND		TOTAL DEMAND
		1977	1979	1982	GROWTH	REPLACEMENT	
	TRADES AND INDUSTRY CON'T.						
17.2300	Metalworking	29,350	31,120	33,780	890	460	1,350
17.2301	Foundry	1,460	1,550	1,690	50	20	70
17.2302	Machine Shop	6,960	7,380	7,990	210	120	330
17.2303	Machine Tool Operation	4,730	4,900	5,120	80	70	150
17.2304	Metal Trades, Combined	650	700	750	20	10	30
17.2305	Sheet Metal	2,440	2,570	2,770	70	30	100
17.2306	Welding & Cutting	9,450	10,260	11,470	400	130	530
17.2307	Tool & Die Making	1,030	1,100	1,200	30	10	40
17.2399	Metalworking, Other	2,630	2,660	2,790	30	70	100
17.2400	Metallurgy	450	540	590	30	10	40
17.2601	Barbering	1,860	1,930	2,040	40	10	50
17.2602	Cosmetology	7,320	7,510	7,800	100	210	310
17.2700	Plastics Occupations	1,360	1,440	1,580	40	220	260
17.2801	Fireman Training	1,770	1,860	2,000	50	30	80
17.2802	Law Enforce. Train.	5,130	5,570	6,220	220	130	350
17.2899	Public Ser. Occup., Other	120	130	140	*	*	*

TABLE 16 (Continued)

ANNUAL AVERAGE DEMAND -- SOUTH CAROLINA - FY '79

O. E. CODE	TITLE	EMPLOYMENT 1977	EMPLOYMENT 1979	EMPLOYMENT 1982	ANNUAL AVERAGE DEMAND GROWTH	ANNUAL AVERAGE DEMAND REPLACEMENT	TOTAL DEMAND
	TRADES AND INDUSTRY CON'T.						
17.2900	Quantity Food Occupations	31,350	33,230	36,080	940	990	1,930
17.2901	Baker	620	630	660	10	20	30
17.2902	Cook/Chef	12,380	13,190	14,400	400	450	850
17.2903	Meat Cutter	3,310	3,390	3,510	40	60	100
17.2904	Waiter/Waitress	15,040	16,020	17,510	490	460	950
17.3000	Refrigeration	10	10	10	*	0	*
17.3100	Small Engine Repair	880	930	990	20	20	40
17.3200	Station. Energy Sources Occup.	3,140	3,180	3,250	20	80	100
17.3300	Textile Prod. & Fabri.	70,990	71,320	71,850	170	1,530	1,700
17.3300	Textiles	35,590	35,190	34,600	-200	500	300
17.3302	Tailoring/Dressmaking	1,740	1,740	1,740	0	60	60
17.3399	Industrial Sewing	33,660	34,400	35,510	370	970	1,340
17.3400	Leatherworking	610	620	630	10	20	30
17.3400	Leatherworking	270	280	300	10	10	20
17.3401	Shoe Manufacturing	0	0	0	0	0	0
17.3402	Shoe Repair	340	340	330	*	10	10
17.3500	Upholstering	710	750	800	20	10	30
17.3600	Woodworking	3,310	3,400	3,540	40	90	130
17.3601	Millwork/Cabinetmaking	1,750	1,790	1,860	20	50	70
17.3699	Woodworking, Other	1,560	1,610	1,680	20	40	60

NOTE: (1) * Denotes less than 10. (2) INA - Information Not Available.

TABLE 17

DISTRIBUTION OF TOTAL EMPLOYMENT BY MAJOR OCCUPATIONAL GROUP
SOUTH CAROLINA, 1979 AND PROJECTED 1982

MAJOR OCCUPATIONAL GROUP	1979		PROJECTED 1982	
	EMPLOYMENT	PERCENT DISTRIBUTION	EMPLOYMENT	PERCENT DISTRIBUTION
TOTAL ALL OCCUPATIONS	1,309,430	100.0	1,405,250	100.0
WHITE-COLLAR WORKERS	533,910	40.8	582,390	41.5
Prof., Tech. & Kindred	155,940	11.9	169,800	12.1
Mgrs., Officials & Propr.	126,530	9.7	136,760	9.7
Sales Workers	71,930	5.5	77,660	5.6
Clerical Workers	179,510	13.7	198,170	14.1
BLUE-COLLAR WORKERS	580,950	44.4	615,670	43.8
Craft & Kindred	206,730	15.8	223,900	15.9
Operatives	292,970	22.4	305,510	21.8
Nonfarm Laborers	81,250	6.2	86,260	6.1
SERVICE WORKERS	163,100	12.4	177,250	12.6
FARMERS & FARM WORKERS	31,470	2.4	29,940	2.1

SOURCE: Manpower Research and Analysis, South Carolina Employment Security Commission

EMPLOYMENT WILL CONTINUE TO SHIFT TOWARD WHITE-COLLAR OCCUPATIONS.

CLERICAL OCCUPATIONS WILL GROW FASTEST.

TABLE 18

ANNUAL AVERAGE EMPLOYMENT AND JOB OPENINGS
BY MAJOR OCCUPATIONAL GROUP
SOUTH CAROLINA - 1977, 1979, AND PROJECTED 1982

OCCUPATIONAL GROUP	EMPLOYMENT			ANNUAL AVERAGE JOB OPENINGS		
	1977	1979	1982	TOTAL	GROWTH	SEPARATIONS
TOTAL ALL OCCUPATIONS	1,245,550	1,309,430	1,405,250	67,500	31,940	35,560
PROFESSIONAL, TECHNICAL	146,700	155,940	169,800	9,080	4,620	4,460
MGRS., OFFICIALS, PROPR.	119,710	126,530	136,760	7,200	3,410	3,790
SALES WORKERS	68,110	71,930	77,660	4,350	1,910	2,440
CLERICAL WORKERS	167,070	179,510	198,170	11,470	6,220	5,250
CRAFT & KINDRED	195,280	206,730	223,900	9,500	5,720	3,780
OPERATIVES	284,610	292,970	305,510	10,480	4,180	6,300
SERVICE WORKERS	153,670	163,100	177,250	11,210	4,710	6,500
LABORERS, EX. FARM	77,910	81,250	86,260	3,510	1,670	1,840
FARMERS & FARM WORKERS	32,490	31,470	29,940	700	-510	1,210

SOURCE: Manpower Research and Analysis, South Carolina Employment Security Commission.

EMPLOYMENT OPPORTUNITIES ARE AVAILABLE IN ALL OCCUPATIONAL GROUPS.

C. Annual Program Plan for FY 1979

The South Carolina Five-Year Plan for the administration of Vocational Education as mandated by Public Law 94-482, Education Amendments of 1976, establishes a Five-Year Program Plan for the development, expansion and improvement of vocational education for interested persons of the State. This section provides tabular data, as shown on Table 19, representing a composite of the individual program plans, for all instructional levels, which impact on job demand. Enrollment projection data, for both the annual and five year plan, represent an annualized-unduplicated student count.

The data provided reflects the total delivery system available for vocational-technical education within the State and is designed to meet manpower requirements for the planning period.

Since occupational demand and supply projections furnished by the South Carolina Employment Security Commission were historically based, these data served as primary indicators of the need for future program enrollment adjustments in relation to meeting projected employment demand. It should be recognized that the effect of adjustment to program enrollments on manpower supply outputs does not have an immediate impact due to the time lag from student entry to completion.

It should be recognized that imbalances exist between supply and demand for certain occupational areas, as evidenced in Table 19, and is felt to be due primarily to the following:

1. An overlap of supply and demand between specific O. E. Codes which results in an apparent oversupply in certain instances and an apparent undersupply in other cases. It should be recognized that students successfully completing a sequence of vocational training very often qualify, in terms of job skill level attained, under several O. E. Codes but must be reported for only a single O. E. Code based on their occupational career objective. For example, apparent imbalances exist in many of the agriculture occupations, nearly all occupations in distributive education and several in the trade and industrial area (machine shop, machine tool operations, textiles, tailoring, industrial sewing, etc. . .).

2. As indicated previously, a major limitation of the demand projection data is the fact that replacement needs due to labor turn-over has not been included. This limitation is felt to be most significant in accounting for the apparent oversupply in many occupational areas such as: health occupations, air conditioning and refrigeration, agriculture mechanics, auto mechanics, auto body repairs, electronics, welding, diesel mechanics, cosmetology and masonry.

In view of the above data limitations and imbalances, the demand projections are at best only an indicator of the needs for vocational programs enrollment adjustments. It is anticipated that the validity of future employment demand data will be substantially improved based on information supplied by local advisory councils, the coordination of planning with CETA at the local level, and enhance accuracy in the Employment Security Commissions's Occupational Demand Projection System.

With regard to the adjustment of vocational program supply, the State Board had adopted the policy that to continue existing programs, 50% of the graduates available for placement shall be placed in the area trained or in a related area. Any program not meeting this requirement will be evaluated at the end of the first year by the local school administration and the Office of Vocational Education. If at the end of any second consecutive year placement is below 50%, all Federal funds may be discontinued at the end of the third year. Students placed in higher education will not be counted negatively. This policy will not penalize those school districts which may have sufficient occupational demand, regardless of state-wide demand data.

TABLE 19

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
01.0100	AG. PRODUCTION							
	VOC. EDUCATION	8,821	233,925	807,086	232,458	1,273,469	335	
	TEC	363	8,111	241,226	121,170	370,507	41	
	FEDERAL/CETA	20	*	*	*	*	10	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	9,204	242,036	1,048,312	353,628	1,643,976	386	610
01.0200	AG. SUPPLIES/SERVICES							
	VOC. EDUCATION	88	3,056	19,092	4,168	26,316	6	
	TEC	44	613	18,218	9,151	27,982	5	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	132	3,669	37,310	13,319	54,298	11	50
01.0300	AG. MECHANICS							
	VOC. EDUCATION	2,064	24,451	341,927	69,923	436,301	169	
	TEC	35	1,041	30,947	15,545	47,533	5	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2,099	25,492	372,874	85,468	483,834	174	50
01.0400	AG. PRODUCTS							
	VOC. EDUCATION	78	3,056	17,357	3,705	24,118	2	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	78	3,056	17,357	3,705	24,118	2	30
01.0500	ORN'L HORTICULTURE							
	VOC. EDUCATION	2,251	4,467	253,408	50,474	308,349	128	
	TEC	358	6,610	196,579	98,740	301,924	79	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2,609	11,077	449,982	149,214	610,273	207	650
01.0600	AG. RESOURCES							
	VOC. EDUCATION	146	-0-	22,564	2,315	24,879	20	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	146	0	22,564	2,315	24,879	20	20
01.0700	FORESTRY							
	VOC. EDUCATION	630	7,288	20,828	9,724	37,840	54	
	TEC	75	1,415	42,075	21,135	64,625	8	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	705	8,703	62,903	30,859	102,465	62	60

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
01.9900	AG. EDUCATION, OTHER							
	VOC. EDUCATION	75	-0-	-0-	-0-	-0-	20	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	75	-0-	-0-	-0-	-0-	20	60
04.0100	ADVERTISING SERVICES							
	VOC. EDUCATION	208	2,123	29,949	6,874	38,946	13	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	208	2,123	29,949	6,874	38,946	13	150
04.0200	APPAREL & ACCESSORIES							
	VOC. EDUCATION	785	8,013	113,040	25,947	147,000	72	
	TEC	135	2,484	73,876	37,109	113,469	21	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	920	10,497	186,916	63,056	260,469	93	650
04.0300	AUTOMOTIVE							
	VOC. EDUCATION	302	3,068	43,273	9,933	56,274	18	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	302	3,068	43,273	9,933	56,274	18	50
04.0400	FINANCE & CREDIT							
	VOC. EDUCATION	138	1,440	20,312	4,662	26,414	21	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	138	1,440	20,312	4,662	26,414	21	220
04.0500	FLORISTRY							
	VOC. EDUCATION	64	626	8,831	2,027	11,484	3	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	10	*	*	*	*	5	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	[illegible]	626	8,831	2,027	11,484	8	10(-)
04.0600	FOOD DISTRIBUTION							
	VOC. EDUCATION	530	5,384	75,949	17,433	98,766	83	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	530	5,384	75,949	17,433	98,766	83	1,050

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
04.0700	FOOD SERVICES							
	VOC. EDUCATION	653	6,698	94,494	21,690	122,882	70	
	TEC	143	2,901	86,239	43,319	132,459	17	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	796	9,599	180,733	65,009	255,341	87	370
04.0800	GENERAL MERCHANDISE							
	VOC. EDUCATION	1,336	13,647	192,521	44,192	250,360	92	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	77	*	*	*	*	39	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,413	13,647	192,521	44,192	250,360	131	2,360
04.0900	HARDWARE, BLDG. MAT.							
	VOC. EDUCATION	65	689	9,714	2,230	12,633	6	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	65	689	9,714	2,230	12,633	6	320
04.1000	HOME FURNISHINGS							
	VOC. EDUCATION	155	1,565	22,078	5,068	28,711	9	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	155	1,565	22,078	5,068	28,711	9	40
04.1100	HOTEL LODGING							
	VOC. EDUCATION	130	1,315	18,546	4,257	24,118	4	
	TEC	190	3,659	108,814	54,659	167,132	19	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	320	4,974	127,360	58,916	191,250	23	340
04.1200	INDUSTRIAL MARKETING							
	VOC. EDUCATION	98	1,002	14,130	3,243	18,375	7	
	TEC	1,700	24,146	717,928	360,623	1,102,697	110	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,798	25,148	732,058	363,866	1,121,072	117	360
04.1300	INSURANCE							
	VOC. EDUCATION	28	313	4,416	1,014	5,743	1	
	TEC	134	1,074	31,945	16,046	49,065	17	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	162	1,387	36,361	17,060	54,808	18	300

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
04.1500	PERSONAL SERVICES							
	VOC. EDUCATION	379	3,881	54,754	12,568	71,203	40	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	379	3,881	54,754	12,568	71,203	40	40
04.1600	PETROLEUM							
	VOC. EDUCATION	63	626	8,831	2,027	11,484	11	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	63	626	8,831	2,027	11,484	11	170
04.1700	REAL ESTATE							
	VOC. EDUCATION	45	438	6,182	1,419	8,039	4	
	TEC	63	963	28,661	14,396	44,020	6	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	108	1,401	35,843	15,815	52,059	10	580
04.1800	RECREATION & TOURISM							
	VOC. EDUCATION	188	1,941	27,377	6,284	35,602	10	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	188	1,941	27,377	6,284	35,602	10	30
04.1900	TRANSPORTATION							
	VOC. EDUCATION	170	1,753	24,727	5,676	32,156	7	
	TEC	233	3,083	91,683	46,053	140,819	8	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	403	4,836	116,410	51,729	172,975	15	420
04.2000	RETAIL TRADE, OTHER							
	VOC. EDUCATION	871	8,889	125,403	28,785	163,077	141	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	90	*	*	*	*	45	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	961	8,889	125,403	28,785	163,077	186	790
04.3100	WHOLESALE TRADE, OTHER							
	VOC. EDUCATION	131	1,315	18,546	4,257	24,118	12	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	131	1,315	18,546	4,257	24,118	12	320

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
07.0101	DENTAL ASSISTING							
	VOC. EDUCATION	12	12,038	-0-	-0-	12,038	0	
	TEC	300	7,339	218,263	109,635	335,237	104	
	FEDERAL/CETA	10	*	*	*	*	5	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	322	19,377	218,263	109,635	347,275	109	120
07.0102	DENTAL HYGIENE							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	191	7,286	216,657	108,829	332,772	67	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	191	7,286	216,657	108,829	332,722	67	70
07.0103	DENTAL LAB TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	125	2,774	82,487	41,434	126,695	38	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	125	2,774	82,487	41,434	126,695	38	30
07.0202	HISTOLOGY							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	18	392	11,647	5,850	17,889	15	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	18	392	11,647	5,850	17,889	15	10
07.0203	MED. LAB. ASSISTANT							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	565	15,753	468,453	235,309	719,515	153	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	565	15,753	468,453	235,309	719,515	153	160
07.0299	EXTRA-CORPOREAL CIRC.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	20	457	13,579	6,821	20,857	8	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	20	457	13,579	6,821	20,857	8	*
07.0301	NURSING (RN)							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	760	18,828	559,903	281,245	859,976	81	
	FEDERAL/CETA	30	*	*	*	*	15	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	790	18,828	559,903	281,245	859,976	96	840

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
07.0302	PRACTICAL NURSING							
	VOC. EDUCATION	849	486,148	31,242	19,912	537,302	172	
	TEC	650	11,026	327,884	164,699	503,609	170	
	FEDERAL/CETA	127	*	*	*	*	64	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,626	497,174	359,126	184,611	1,040,911	406	680
07.0303	NURSING ASSISTANT							
	VOC. EDUCATION	326	-0-	71,163	5,094	76,257	53	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	127	*	*	*	*	64	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	453	0	71,163	5,094	76,257	117	970
07.0305	SURGICAL TECHNICIAN							
	VOC. EDUCATION	20	20,565	-0-	-0-	20,565	-0-	
	TEC	270	5,831	173,402	87,102	266,335	65	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	290	26,396	173,402	87,102	286,900	65	60
07.0402	PHYSICAL THERAPIST							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	109	2,285	67,976	34,145	104,406	16	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	109	2,285	67,976	34,145	104,406	16	20
07.0501	RADIOLOGIC TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	320	10,620	315,812	158,636	485,068	64	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	320	10,620	315,812	158,636	485,068	64	90
07.0600	OPTHALMIC							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	105	2,259	67,200	33,756	103,215	38	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	105	2,259	67,200	33,756	103,215	38	20
07.0903	INHALATION THERAPY							
	VOC. EDUCATION	15	15,048	-0-	-0-	15,048	0	
	TEC	265	7,384	219,577	110,296	337,257	61	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	280	22,432	219,577	110,296	352,305	61	30

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
07.0904	MEDICAL ASSISTANT							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	120	2,589	77,016	38,686	118,291	22	
	FEDERAL/CETA	26	*	*	*	*	13	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	146	2,589	77,016	38,686	118,291	35	70
07.9900	HEALTH OCC., ED. OTHER							
	VOC. EDUCATION	1,400	74,527	149,268	18,986	242,781	80	see 07.0303
	TEC	1,171	17,076	507,809	255,078	779,963	73	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2,571	91,603	657,077	274,064	1,022,744	153	
09.0201	CHILD CARE ASSIST.							
	VOC. EDUCATION	958	41,378	253,408	25,932	320,718	91	
	TEC	245	2,770	82,375	41,378	126,523	52	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,203	44,148	335,783	67,310	447,241	143	860
09.0202	CLOTHING MANAGEMENT							
	VOC. EDUCATION	240	-0-	34,713	7,409	42,122	4	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	240	-0-	34,713	7,409	42,122	4	270
09.0203	FOOD MANAGEMENT							
	VOC. EDUCATION	1,558	58,540	321,099	64,829	444,468	105	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	25	*	*	*	*	13	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,583	58,540	321,099	64,829	444,468	118	140
09.0204	HOME FURNISHINGS							
	VOC. EDUCATION	208	8,699	53,806	5,557	68,062	14	
	TEC	-	-	-	-	-	-	see 09.0205
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	208	8,699	53,806	5,557	68,062	14	
09.0205	INST. & HOME MGT. SERV.							
	VOC. EDUCATION	167	8,699	53,806	5,557	68,062	15	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	167	8,699	53,806	5,557	68,062	15	990

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
14.0100	ACCT. & COMPUT. OCC.							
	VOC. EDUCATION	3,972	30,563	756,752	179,206	966,521	177	
	TEC	3,272	41,102	1,222,263	613,955	1,877,320	178	
	FEDERAL/CETA	112	*	*	*	*	56	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	7,356	71,665	1,979,015	793,161	2,843,841	411	1,430
14.0200	BUS. DATA PROCESSING							
	VOC. EDUCATION	139	940	26,035	6,483	33,458	22	
	TEC	51	912	27,109	13,617	41,638	16	
	FEDERAL/CETA	15	*	*	*	*	8	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	205	1,852	53,144	20,100	75,096	46	190
14.0202	KEYPUNCH & CODING OP.							
	VOC. EDUCATION	62	470	13,885	3,241	17,596	6	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	62	470	13,885	3,241	17,596	6	60
14.0203	PROGRAMMER							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1,301	18,358	545,931	274,227	838,516	119	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,301	18,358	545,931	274,227	838,516	119	120
14.0300	GENERAL CLERICAL							
	VOC. EDUCATION	26,038	58,776	4,347,853	875,190	5,281,819	526	
	TEC	2,242	37,746	1,122,316	563,750	1,723,812	351	
	FEDERAL/CETA	235	–	–	–	–	118	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	28,515	96,522	5,470,169	1,438,940	7,005,631	995	2,050
14.0700	STENO-SECRETARIAL							
	VOC. EDUCATION	5,085	30,090	1,282,660	281,079	1,593,829	178	
	TEC	4,875	56,918	1,692,488	850,154	2,599,560	514	
	FEDERAL/CETA	40	*	*	*	*	20	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	10,000	87,008	2,975,148	1,131,233	4,193,389	712	3,580
14.0800	SUPER. & ADMIN. MGMT.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	7,144	90,589	2,693,724	1,353,085	4,137,398	447	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	7,144	90,589	2,693,724	1,353,085	4,137,398	447	560

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
14.9900	OFFICE OCCUP., OTHER							
	VOC. EDUCATION	239	46,080	-0-	15,281	61,361	34	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	239	46,080	-0-	15,281	61,361	34	130
16.0103	ARCHITECTURAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	380	5,162	153,495	77,102	235,759	23	see 17.1300
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	380	5,162	153,495	77,102	235,759	23	
16.0105	CHEMICAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	102	1,636	48,654	24,440	74,730	15	
	FEDERAL/CETA	15	*	*	*	*	8	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	117	1,636	48,654	24,440	74,730	23	70
16.0106	CIVIL TECHNOLOGY							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	738	12,295	365,629	183,659	561,583	64	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	738	12,295	365,629	183,659	561,583	64	130
16.0107	ELECTRICAL TECHNOLOGY							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	425	6,262	186,213	93,537	286,012	62	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	425	6,262	186,213	93,537	286,012	62	70
16.0108	ELECTRONIC TECHNOLOGY							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1,185	20,241	601,925	302,353	924,519	96	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,185	20,241	601,925	302,353	924,519	96	130
16.0109	ELECTRO-MECHANICAL TECH							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	106	2,019	60,037	30,157	92,213	10	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	106	2,019	60,037	30,157	92,213	10	10

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
16.0110	ENVIR. CONTROL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	110	2,449	72,818	36,578	111,845	8	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	110	2,449	72,818	36,578	111,845	8	10
16.0111	INDUSTRIAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	755	11,852	352,441	177,035	541,328	55	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	755	11,852	352,441	177,035	541,328	55	100
16.0112	INSTRUMENTATION TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	90	1,416	42,087	21,141	64,644	7	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	90	1,416	42,087	21,141	64,644	7	10
16.0113	MECHANICAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	600	7,892	234,688	117,886	360,466	53	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	600	7,892	234,688	117,886	360,466	53	100
16.0115	NUCLEAR TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	245	4,349	129,311	64,954	198,614	41	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	245	4,349	129,311	64,954	198,614	41	40
16.0602	FIRE & FIRE SAFETY							
	VOC. EDUCATION	–	–	–	–	–	–	Add
	TEC	200	2,241	66,640	33,474	102,355	48	17.2801
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	200	2,241	66,640	33,474	102,355	48	90
16.0605	POLICE SCIENCE TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	2,840	35,618	1,059,137	532,015	1,626,770	278	
	FEDERAL/CETA	–	–	–	–	–	–	(17.2802)
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2,840	35,618	1,059,137	532,015	1,626,770	278	350

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
16.0699	MISC. TECH. ED., OTHER							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1,168	20,927	622,337	312,607	955,871	69	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,168	20,927	622,337	312,607	955,871	69	*
17.0100	AIR COND., REF. & HEAT.							
	VOC. EDUCATION	1,690	80,170	380,112	133,362	593,644	117	
	TEC	1,557	36,312	1,079,810	542,400	1,658,522	280	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	3,247	116,482	1,459,922	675,762	2,252,166	397	290
17.0200	APPLIANCE REPAIR							
	VOC. EDUCATION	118	18,573	65,956	34,267	118,796	3	
	TEC	49	1,218	36,210	18,189	55,617	7	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	167	19,791	102,166	52,456	174,413	10	100
17.0301	AUTO BODY & FENDER							
	VOC. EDUCATION	1,072	44,434	211,752	59,735	315,921	107	
	TEC	487	10,247	304,752	153,080	468,079	73	
	FEDERAL/CETA	30	*	*	*	*	15	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,589	54,681	516,504	212,815	784,000	195	120
17.0302	MECHANICS							
	VOC. EDUCATION	4,038	231,105	843,536	247,739	1,322,380	356	
	TEC	2,260	49,958	1,485,579	746,222	2,281,759	302	
	FEDERAL/CETA	100	*	*	*	*	50	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	6,398	281,063	2,329,115	993,961	3,604,139	708	700
17.0399	AUTO SERVICES, OTHER							
	VOC. EDUCATION	99	-0-	19,092	3,241	22,333	8	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	99	-0-	19,092	3,241	22,333	8	*
17.0400	AVIATIONS OCCUP.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	50	1,508	44,847	22,527	68,882	4	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	50	1,508	44,847	22,527	68,882	4	40

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.0600	BUS. MACHINE MAINT.							
	VOC. EDUCATION	93	-0-	62,484	10,187	72,671	7	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	93	-0-	62,484	10,187	72,671	7	80
17.0700	COMMERCIAL ART OCCUP.							
	VOC. EDUCATION	60	-0-	29,506	6,483	35,989	1	
	TEC	485	10,446	310,652	156,043	477,141	55	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	545	10,446	340,158	162,526	513,130	56	50
17.1001	BUILDING CONSTRUCTION							
	VOC. EDUCATION	3,768	160,575	682,118	225,049	1,067,742	341	
	TEC	370	8,570	254,853	128,015	391,438	45	
	FEDERAL/CETA	47	*	*	*	*	24	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	4,185	169,145	936,971	353,064	1,459,180	410	1,430
17.1002	ELECTRICITY							
	VOC. EDUCATION	2,685	184,320	664,761	184,299	1,033,380	192	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	61	*	*	*	*	31	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2,746	184,320	664,761	184,299	1,033,380	223	520
17.1003	HEAVY EQUIPMENT OPER.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	170	3,703	110,089	55,299	169,091	71	
	FEDERAL/CETA	50	*	*	*	*	25	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	220	3,703	110,089	55,299	169,091	96	530
17.1004	MASONRY							
	VOC. EDUCATION	3,247	57,365	753,281	164,851	975,497	242	
	TEC	317	6,355	188,978	94,926	290,259	31	
	FEDERAL/CETA	66	*	*	*	*	33	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	3,630	63,720	942,259	259,777	1,265,756	306	380
17.1005	PAINTING & DECORATING							
	VOC. EDUCATION	71	-0-	55,541	12,040	67,581	5	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	71	-0-	55,541	12,040	67,581	5	710

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.1007	PLUMBING & PIPEFITTING							
	VOC. EDUCATION	696	17,633	126,704	45,380	189,717	50	
	TEC	135	2,936	87,288	43,846	134,070	35	
	FEDERAL/CETA	30	*	*	*	*	15	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	861	20,569	213,992	89,226	323,787	100	410
17.1099	CONST. & MAINT. TRADES							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	379	7,943	236,220	118,656	362,819	104	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	379	7,943	236,220	118,656	362,819	104	380
17.1200	DIESEL MECHANIC							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	338	8,395	249,652	125,403	383,450	57	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	338	8,395	249,652	125,403	383,450	57	40
17.1300	DRAFTING							
	VOC. EDUCATION	1,288	47,256	246,465	72,701	366,422	53	
	TEC	326	6,099	181,387	91,113	278,599	75	See
	FEDERAL/CETA	-	-	-	-	-	-	16.0103
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,614	53,355	427,852	163,814	645,021	128	150
17.1400	ELECTRICAL OCCUP.							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	875	19,114	568,375	285,502	872,991	160	See
	FEDERAL/CETA	-	-	-	-	-	-	17.1002
	PRIVATE	*	*	*	*	*	*	
	TOTAL	875	19,114	568,375	285,502	872,991	160	90
17.1500	ELECTRONIC OCCUP.							
	VOC. EDUCATION	681	94,042	260,351	53,252	407,645	22	
	TEC	1,145	28,220	839,228	421,553	1,289,001	224	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,826	122,262	1,099,579	474,805	1,696,646	246	590
17.1900	GRAPHIC ARTS							
	VOC. EDUCATION	1,328	52,193	241,258	64,829	358,280	80	
	TEC	230	2,546	75,705	38,028	116,279	30	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,558	54,739	316,963	102,857	474,559	110	140

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.2100	INSTRUMENT MAINT.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	24	707	21,041	10,569	32,317	12	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	24	707	21,041	10,569	32,317	12	80
17.2302	MACHINE SHOP							
	VOC. EDUCATION	1,482	42,554	279,443	78,721	400,718	155	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	45	*	*	*	*	23	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,527	42,554	279,443	78,721	400,718	178	330
17.2303	MACHINE TOOL OPERATOR							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1,295	27,099	805,801	404,762	1,237,662	172	See 17.2302
	FEDERAL/CETA	42	*	*	*	*	21	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,337	27,099	805,801	404,762	1,237,662	193	150
17.2304	METAL TRADES							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	45	1,707	50,761	25,498	77,966	8	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	45	1,707	50,761	25,498	77,966	8	30
17.2305	SHEET METAL							
	VOC. EDUCATION	250	2,821	52,071	21,301	76,192	31	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	54	*	*	*	*	27	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	304	2,821	52,071	21,301	76,192	58	100
17.2306	WELDING							
	VOC. EDUCATION	1,915	120,137	282,914	124,564	527,615	153	
	TEC	1,775	35,213	1,047,170	526,005	1,608,388	360	
	FEDERAL/CETA	164	*	*	*	*	82	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	3,854	155,350	1,330,084	650,569	2,136,003	595	530
17.2307	TOOL & DIE MAKING							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	260	5,186	154,929	77,822	237,937	55	See 17.2302
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	260	5,186	154,929	77,822	237,937	55	40

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.2601	BARBERING							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	60	1,731	51,479	25,859	79,069	10	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	60	1,731	51,479	25,859	79,069	10	50
17.2602	COSMETOLOGY							
	VOC. EDUCATION	1,284	68,885	227,373	60,198	356,456	141	
	TEC	181	4,789	142,418	71,538	218,745	29	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,465	73,674	369,791	131,736	575,201	170	310
17.2900	QUANTITY FOOD OCC.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	52	*	*	*	*	26	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	52	*	*	*	*	26	1,930
17.3100	SMALL ENGINE REPAIR							
	VOC. EDUCATION	758	27,272	95,462	35,193	157,927	31	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	758	27,272	95,462	35,193	157,927	31	40
17.330	TEXTILES							
	VOC. EDUCATION	788	-0-	79,841	19,912	99,753	85	
	TEC	400	6,545	194,641	97,770	298,956	46	See 17.3399
	FEDERAL/CETA	191	*	*	*	*	96	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1,379	6,545	274,482	117,682	398,709	227	300
17.3302	TAILORING							
	VOC. EDUCATION	102	18,103	-0-	10,651	28,754	11	
	TEC	56	1,687	50,154	25,194	77,035	20	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	158	19,790	50,154	35,845	105,789	31	60
17.3399	INDUSTRIAL SEWING							
	VOC. EDUCATION	2,013	19,749	295,064	62,977	377,790	19	
	TEC	180	4,705	139,912	70,279	214,896	20	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2,193	24,454	434,976	133,256	592,686	239	1,340

* INFORMATION NOT AVAILABLE

TABLE 19 (Continued)

SUMMARY: FISCAL YEAR 1979 - ANNUAL PLAN

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.3400	LEATHERWORKING							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	50	1,185	35,258	17,710	54,153	5	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	50	1,185	35,258	17,710	54,153	5	30
17.3601	CABINET MAKING							
	VOC. EDUCATION	132	-0-	55,541	-0-	55,541	13	
	TEC	9	1,673	49,748	24,989	76,410	20	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	222	1,673	105,289	24,989	131,951	33	70
17.9900	T & I OCCUP., OTHER							
	VOC. EDUCATION	430	-0-	126,704	24,542	151,246	40	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	430	-0-	126,704	24,542	151,246	40	*
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							

* INFORMATION NOT AVAILABLE

D. Five-Year Plan for Vocational Education for FY 1982 (Updated):

The South Carolina Five-Year Plan (FY-1978-1982) for the administration of Vocational Education as mandated by Public Law 94-482, Education Amendments of 1976, established a five-year program plan for the development, expansion and improvement of vocational education for interested persons of the State. Table 20 represents an updating of the Five-Year Plan to reflect more accurate/complete employment data and a variation in funding from that which was anticipated. Enrollment projection data, for both the annual and five-year plan, represents an annualized-unduplicated student count.

The data shown on Table 20 represents a composite of individual program plans for the secondary, post-secondary, and adult instructional levels, and reflects the total delivery system available for vocational-technical education in meeting the manpower training needs within South Carolina for the planning period.

TABLE 20

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
01.0100	AG. PRODUCTION							
	VOC. EDUCATION	9842	270097	934303	269099	1473499	379	
	TEC	380	9393	255217	128197	392807	47	
	FEDERAL/CETA	20	*	*	*	*	10	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	10242	279490	1189520	397296	1866306	436	610
01.0200	AG. SUPPLIES/SERVICES							
	VOC. EDUCATION	87	3538	22101	4825	30464	6	
	TEC	55	710	19275	9682	29667	5	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	142	4248	41376	14507	60131	11	50
01.0300	AG. MECHANICS							
	VOC. EDUCATION	2218	28305	395823	80945	505073	182	
	TEC	35	1205	32742	16447	50394	5	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2253	29510	428565	97392	555467	187	50
01.0400	AG. PRODUCTS							
	VOC. EDUCATION	84	3538	20093	4289	27920	1	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	84	3538	20093	4289	27920	1	30
01.0500	ORN. HORTICULTURE							
	VOC. EDUCATION	2690	5171	293351	58430	356952	153	
	TEC	392	7654	207975	104467	320096	87	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	3082	12825	501326	162897	677048	240	650
01.0600	AG. RESOURCES							
	VOC. EDUCATION	215	-0-	26121	2680	28801	12	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	215	-0-	26121	2680	28801	12	20
01.0700	FORESTRY							
	VOC. EDUCATION	702	8437	24111	11257	43805	60	
	TEC	90	1639	44515	22361	65515	10	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	792	10076	68626	33618	112320	70	60

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
01.9900	AG. EDUCATION, OTHER							
	VOC. EDUCATION	66	-0-	-0-	-0-	-0-	20	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	66	-0-	-0-	-0-	-0-	20	60
04.0100	ADVERTISING SERVICES							
	VOC. EDUCATION	230	2458	34670	7958	45086	14	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	230	2458	34670	7958	45086	14	150
04.0200	APPAREL & ACCESSORIES							
	VOC. EDUCATION	869	9276	130858	30037	170171	80	
	TEC	17	2876	78161	39261	120298	26	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1039	12152	209019	69298	290469	106	650
04.0300	AUTOMOTIVE							
	VOC. EDUCATION	334	3551	50094	11499	65144	19	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	334	3551	50094	11499	65144	19	50
04.0400	FINANCE & CREDIT							
	VOC. EDUCATION	152	1594	22491	5163	29248	23	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	152	1594	22491	5163	29248	32	220
04.0500	FLORISTRY							
	VOC. EDUCATION	71	725	10223	2347	13295	4	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	10	*	*	*	*	5	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	81	725	10223	2347	13295	9	(-)10
04.0600	FOOD DISTRIBUTION							
	VOC. EDUCATION	586	6232	87920	20181	114333	91	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	586	6232	87920	20181	114333	91	1050

*** INFORMATION NOT AVAILABLE**

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
04.0700	FOOD SERVICES							
	VOC. EDUCATION	722	7682	108366	24875	140923	77	
	TEC	145	3359	91241	45832	140432	18	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	867	11041	199607	70707	281355	95	370
04.0800	GENERAL MERCHANDISE							
	VOC. EDUCATION	1478	15798	222867	51157	289822	102	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	77	*	*	*	*	39	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1555	15798	222867	51157	289822	141	2360
04.0900	HARDWARE, BLDG. MAT.							
	VOC. EDUCATION	72	797	11246	2581	14624	6	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	72	797	11246	2581	14624	6	320
04.1000	HOME FURNISHINGS							
	VOC. EDUCATION	171	1812	25558	5867	33237	10	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	171	1812	25558	5867	33237	10	40
04.1100	HOTEL & LODGING							
	VOC. EDUCATION	144	1522	21469	4928	27919	5	
	TEC	205	4237	115125	57829	177191	20	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	349	5759	136594	62757	205110	25	340
04.1200	INDUSTRIAL MARKETING							
	VOC. EDUCATION	109	1160	16357	3755	21272	8	
	TEC	1900	27961	759568	381539	1169068	122	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2009	29121	775925	385294	1190340	130	360
04.1300	INSURANCE							
	VOC. EDUCATION	31	362	5112	1173	6647	1	
	TEC	140	1244	33798	16977	52019	17	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	171	1606	38910	18150	58666	18	300

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
04.1500	PERSONAL SERVICES							
	VOC. EDUCATION	419	4493	63384	14549	82426	43	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	419	4493	63384	14549	82426	43	40
04.1600	PETROLEUM							
	VOC. EDUCATION	69	725	10223	2347	13295	12	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	69	725	10223	2347	13295	12	170
04.1700	REAL ESTATE							
	VOC. EDUCATION	50	507	7156	1643	9306	4	
	TEC	72	1115	30323	15231	46669	10	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	122	1622	37479	16874	55975	14	580
04.1800	RECREATION & TOURISM							
	VOC. EDUCATION	208	2247	31692	7275	41154	11	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	208	2247	31692	7275	41154	11	30
04.1900	TRANSPORTATION							
	VOC. EDUCATION	188	2029	28625	6571	37225	7	
	TEC	240	3570	97001	48724	149295	10	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	428	5599	125626	55295	186520	17	420
04.2000	RETAIL TRADE, OTHER							
	VOC. EDUCATION	964	10291	145170	33323	188784	156	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	90	*	*	*	*	45	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1054	10291	145170	33323	188784	201	790
04.3100	WHOLESALE, TRADE, OTH.							
	VOC. EDUCATION	145	1522	21469	4928	27919	12	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	145	1522	21469	4928	27919	12	320

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
07.0101	DENTAL ASSISTING							
	VOC. EDUCATION	12	13936	-0-	-0-	13936	1	
	TEC	330	8499	230922	115994	355415	122	
	FEDERAL/CETA	10	*	*	*	*	5	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	352	22435	230922	115994	369351	128	120
07.0102	DENTAL HYGIENE							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	215	8437	229223	115141	352801	68	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	215	8437	229223	115141	352801	68	70
07.0103	DENTAL LAB TECH.							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	135	3212	87271	43837	134320	42	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	135	3212	87271	43837	134320	42	30
07.0202	HISTOLOGY							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	19	454	12323	6189	18966	15	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	19	454	12323	6189	18966	15	10
07.0203	MED. LAB ASSISTANT							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	595	18242	495623	248957	762822	165	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	595	18242	495623	248957	762822	165	160
07.0299	EXTRACORPOREAL CIRC.							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	25	529	14367	7217	22113	10	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	25	529	14367	7217	22113	10	*
07.0301	NURSING (RN)							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	850	21803	592377	297557	911737	91	
	FEDERAL/CETA	30					15	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	880	21803	592377	297557	911737	106	840

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
07.0302	PRACTICAL NURSING							
	VOC. EDUCATION	896	562777	36167	23051	621995	182	
	TEC	650	12768	346901	174252	533921	180	
	FEDERAL/CETA	127	*	*	*	*	*	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1673	575545	383068	197303	1155916	426	680
07.0303	NURSING ASSISTANT							
	VOC. EDUCATION	363	-0-	82380	5897	88277	60	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	127	*	*	*	*	64	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	490	0	82380	5897	88277	124	970
07.0305	SURGICAL TECH.							
	VOC. EDUCATION	38	23807	-0-	-0-	23807	4	
	TEC	315	6752	183459	92154	282365	76	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	353	30559	183459	92154	306172	80	60
07.0402	PHYSICAL THERAPIST							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	115	2646	71919	36125	110690	18	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	115	2646	71919	36125	110690	18	20
07.0501	RADIOLOGIC TECH.							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	300	12298	334129	167837	514264	60	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	300	12298	334129	167837	514264	60	90
07.0600	OPTHALMIC							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	105	2616	71098	37714	111428	38	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	105	2616	71098	37714	111428	38	20
07.0903	INHALATION THERAPY							
	VOC. EDUCATION	18	17420	-0-	-0-	17420	2	
	TEC	300	8551	232312	116693	357556	69	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	318	25971	232312	116693	374976	71	30

*** INFORMATION NOT AVAILABLE**

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
07.0904	MEDICAL ASSISTANT							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	140	2998	81483	40930	125411	29	
	FEDERAL/CETA	26	*	*	*	*	13	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	166	2998	81483	40930	125411	42	70
07.9900	HEALTH OCCUP., OTHER							
	VOC. EDUCATION	1462	86274	172796	21979	281049	84	
	TEC	1200	19774	537262	269873	826909	75	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2662	106048	710058	291852	1107958	159	SEE 07.0303
09.0201	CHILD CARE SERVICES							
	VOC. EDUCATION	1049	47900	293351	30020	371271	100	
	TEC	275	3208	87153	43778	134139	63	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1324	51108	380504	73798	505410	163	860
09.0202	CLOTHING MANAGEMENT							
	VOC. EDUCATION	303	-0-	40185	8577	48762	5	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	303	-0-	40185	8577	48762	5	270
09.0203	FOOD MANAGEMENT							
	VOC. EDUCATION	1743	67767	371712	75048	514527	117	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	25	*	*	*	*	13	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1768	67767	371712	75048	514527	130	140
09.0204	HOME FURNISHINGS							
	VOC. EDUCATION	219	10070	62287	6433	78790	20	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	219	10070	62287	6433	78790	20	SEE 09.0205
09.0205	INST. & HOME MGT. SER.							
	VOC. EDUCATION	220	10070	62287	6433	78790	20	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	220	10070	62287	6433	78790	20	990

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
14.0100	ACCOUNTING OCCUP.							
	VOC. EDUCATION	4466	35381	876035	207453	1118869	199	
	TEC	3772	47596	1293154	649564	1990314	206	
	FEDERAL/CETA	112	*	*	*	*	56	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	8350	82977	2169189	857017	3109183	461	1430
14.0200	BUS. DATA PROCESSING							
	VOC. EDUCATION	155	1088	30139	7505	38732	25	
	TEC	35	1056	28681	14407	44144	10	
	FEDERAL/CETA	15	*	*	*	*	8	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	205	2144	58820	21912	82876		190
14.0202	KEYPUNCH							
	VOC. EDUCATION	78	544	16074	3752	20370	7	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	78	544	16074	3752	20370	7	60
14.0203	COMPUTER PROGRAMMERS							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1415	21259	577595	290132	888986	130	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1415	21259	577595	290132	888986	130	120
14.0300	GENERAL CLERICAL							
	VOC. EDUCATION	27812	68041	50331[illegible]3	1013142	6114366	562	
	TEC	2514	43710	11[illegible]10	596447	1827567	396	
	FEDERAL/CETA	235	*	*	*	*	118	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	30561	111751	6220593	1609589	7941933	1076	2050
14.0700	STENOGRAPHIC							
	VOC. EDUCATION	5795	34833	1489839	325384	1850056	203	
	TEC	5406	65911	1790652	899462	2756025	567	
	FEDERAL/CETA	40	*	*	*	*	20	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	11241	100744	3280491	1224846	4606081	790	3580
14.0800	SUPER. & ADMIN. MGT.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	7621	104902	2849960	1431563	4386425	477	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	7621	104902	2849960	1431563	4386425	477	560

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
14.9900	OFFICE OCC., OTHER							
	VOC. EDUCATION	330	53343	-0-	17690	71033	47	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	330	53343	-0-	17690	71033	47	130
16.0103	ARCHITECTURAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	430	5978	162398	81574	249950	26	
	FEDERAL/CETA	–					–	See 17.1300
	PRIVATE	*	*	*	*	*	*	
	TOTAL	430	5978	162398	81574	249950	26	
16.0105	CHEMICAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	108	1894	51476	25858	79228	17	
	FEDERAL/CETA	15	*	*	*	*	8	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	123	1894	51476	25858	79228	25	70
16.0106	CIVIL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	795	14238	386835	194311	595384	69	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	795	14238	386835	194311	595384	69	130
16.0107	ELECTRICAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	525	7251	197013	98962	303226	68	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	525	7251	197013	98962	303226	68	70
16.0108	ELECTRONIC TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1300	23439	636837	319889	980165	104	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1300	23439	636837	319889	980165	104	130
16.0109	ELECTRO MECH. TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	123	2338	63519	31906	97763	10	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	123	2338	63519	31906	97763	10	10

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
16.0110	ENVIR. CONTROL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	170	2836	77041	38700	118577	11	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	170	2836	77041	38700	118577	11	10
16.0111	INDUSTRIAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	830	13725	377883	187303	578911	63	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	830	13725	377883	187303	578911	63	100
16.0112	INSTRUMENTATION TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	110	1640	44528	22367	68535	10	
	FEDERAL/CETA	–					–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	110	1640	44528	22367	68535	10	10
16.0113	MECHANICAL TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	600	9139	249300	124723	383162	50	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	600	9139	249300	124723	383162	50	100
16.0115	NUCLEAR TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	260	5036	136811	68721	210568	41	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	260	5036	136811	68721	210568	41	40
16.0602	FIRE & SAFETY TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	200	2595	70505	35415	108515	48	
	FEDERAL/CETA	–	–	–	–	–	–	Includes (17.2801)
	PRIVATE	*	*	*	*	*	*	
	TOTAL	200	2595	70505	35415	108515	48	90
16.0605	POLICE SCIENCE TECH.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	2900	41246	1120567	562872	1724685	284	
	FEDERAL/CETA	–	–	–	–	–	–	Includes (17.2802)
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2900	41246	1120567	562872	1724685	284	350

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
16.0699	MISC. TECH. EDUCATION							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1450	24233	658433	330738	1013404	89	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1450	24233	658433	330738	1013404	89	*
17.0100	AIR COND./REF.& HEAT.							
	VOC. EDUCATION	1887	92807	440027	154383	687217	131	
	TEC	1780	42049	1142439	573839	1758347	313	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	3667	134856	1582466	728242	2445564	444	290
17.0200	APPLIANCE REPAIR							
	VOC. EDUCATION	180	21501	76352	39668	137521	5	
	TEC	55	1410	38310	19244	58964	10	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	235	22911	114662	58912	196485	15	100
17.0301	AUTO BODY REPAIR							
	VOC. EDUCATION	1270	51438	245129	69151	365718	127	
	TEC	565	11866	322428	161958	496252	85	
	FEDERAL/CETA	30	*	*	*	*	15	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1865	63304	567557	231109	861970	227	120
17.0302	AUTO MECHANICS							
	VOC. EDUCATION	4484	267533	976498	286789	1530820	395	
	TEC	2395	57851	1571743	789502	2419096	326	
	FEDERAL/CETA	100	*	*	*	*	50	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	6979	325384	2584241	1076291	3949916	771	700
17.0399	AUTO SERVICES, OTHER							
	VOC. EDUCATION	12[illegible]	-0-	22101	3752	25853	7	
	TEC	[illegible]	–	–	–	–	–	
	FEDERAL/CETA	[illegible]	–	–	–	–	–	
	PRIVATE	[illegible]	*	*	*	*	*	
	TOTAL	[illegible]4	-0-	22101	3752	25853	7	*
17.0400	AVIATION OCCUPATIONS							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	60	1746	47448	23834	73028	6	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	60	1746	47448	23834	73028	6	40

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.0600	BUS. MACHINE MAINT.							
	VOC. EDUCATION	94	-0-	72333	11793	84126	6	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	94	-0-	72333	11793	84126	6	80
17.0700	COMMERCIAL ART OCCUP.							
	VOC. EDUCATION	60	-0-	34157	7505	41662	1	
	TEC	400	12096	328670	165093	505859	51	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	460	12096	362827	172598	547521	52	50
17.1001	BUILDING CONSTRUCTION							
	VOC. EDUCATION	4023	185886	789637	260522	1236045	364	
	TEC	395	9924	269634	135440	414998	55	
	FEDERAL/CETA	47	*	*	*	*	24	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	4465	195810	1059271	395962	1651043	443	1430
17.1002	ELECTRICITY							
	VOC. EDUCATION	2838	23373	769544	213349	1196266	203	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	61	*	*	*	*	31	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2899	23373	769544	213349	1196266	234	520
17.1003	HEAVY EQUIPMT. OPER.							
	VOC. EDUCATION	-	-	-	-	-	-	
	TEC	200	4288	116474	58506	179268	94	
	FEDERAL/CETA	50	*	*	*	*	25	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	250	4388	116474	58506	179268	119	530
17.1004	MASONRY							
	VOC. EDUCATION	3233	66407	872017	190836	1129260	241	
	TEC	347	7359	199939	100432	307730	35	
	FEDERAL/CETA	66	*	*	*	*	33	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	3646	73766	1071956	291268	1436990	309	380
17.1005	PAINTING & DECORATING							
	VOC. EDUCATION	110	-0-	64296	13938	78234	8	
	TEC	-	-	-	-	-	-	
	FEDERAL/CETA	-	-	-	-	-	-	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	110	-0-	64296	13938	78234	8	710

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.1007	PLUMBING & PIPEFITTING							
	VOC. EDUCATION	758	20412	146676	52533	219621	54	
	TEC	160	3400	92351	46389	142140	38	
	FEDERAL/CETA	30	*	*	*	*	15	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	948	23812	239027	98922	361761	107	410
17.1099	CONSTR. & MAINT. TRAD.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	417	9198	249921	125538	384657	111	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	417	9198	249921	125538	384657	111	380
17.1200	DIESEL MECHANIC							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	405	9721	264132	132676	397520	75	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	405	9721	264132	132676	397520	75	40
17.1300	DRAFTING							
	VOC. EDUCATION	1486	54705	279286	84161	418152	93	
	TEC	310	7063	191907	96398	295386	70	
	FEDERAL/CETA	–	–	–	–	–	–	See 16.0103
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1796	61768	471193	180559	713520	163	150
17.1400	ELECTRICAL OCCUP.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	890	22134	601341	302061	925536	164	
	FEDERAL/CETA	–	–	–	–	–	–	See 17.1002
	PRIVATE	*	*	*	*	*	*	
	TOTAL	890	22134	601341	302061	925536	164	90
17.1500	ELECTRONIC OCCUP.							
	VOC. EDUCATION	775	78111	301389	61646	441146	25	
	TEC	1750	32679	887903	446003	1366585	258	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2025	110790	1189292	507649	1807731	283	590
17.1900	GRAPHIC ARTS OCCUP.							
	VOC. EDUCATION	1463	60420	279286	75048	414754	105	
	TEC	259	2948	80096	40234	123278	40	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1722	63368	359382	115282	538032	145	140

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.2100	INSTRUMENT MAINT.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	24	819	22261	11182	34262	12	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	24	819	22261	11182	34262	12	80
17.2302	MACHINE SHOP							
	VOC. EDUCATION	1591	49262	323490	91129	463881	167	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	45	*	*	*	*	23	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1636	49262	323490	91129	463881	190	330
17.2303	MACHINE TOOL OPER.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	1420	31381	852537	428238	1312156	177	See 17.2302
	FEDERAL/CETA	42	*	*	*	*	21	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1462	31381	852537	428238	1312156	199	150
17.2304	METAL TRADES							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	60	1977	53705	26977	82659	15	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	60	1977	53705	26977	82659	15	30
17.2305	SHEET METAL							
	VOC. EDUCATION	360	3266	60278	24659	88203	45	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	54	*	*	*	*	27	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	414	3266	60278	24659	88203	72	100
17.2306	WELDING							
	VOC. EDUCATION	1956	139074	327508	144198	610780	156	
	TEC	1950	40777	1107906	556513	1705196	400	
	FEDERAL/CETA	164	*	*	*	*	82	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	4070	179851	1435414	700711	2315976	638	530
17.2307	TOOL & DIE MAKING							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	315	6005	163915	82336	252256	62	See 17.2302
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	315	6005	163915	82336	252256	62	40

*** INFORMATION NOT AVAILABLE**

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.2601	BARBERING							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	65	2004	54465	27359	83828	15	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	65	2004	54465	27359	83828	15	50
17.2602	COSMETOLOGY							
	VOC. EDUCATION	1435	97743	263213	69687	430643	157	
	TEC	200	5546	150678	75687	231911	34	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1635	103289	413891	145374	662554	191	310
17.2900	QUANTITY FOOD OCCUP.							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	52	*	*	*	*	26	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	52	*	*	*	*	26	1930
17.3100	SMALL ENGINE REPAIR							
	VOC. EDUCATION	810	31571	110509	40740	182820	33	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	810	31571	110509	40740	182820	33	40
17.3300	TEXTILES							
	VOC. EDUCATION	888	-0-	92426	23051	115477	96	
	TEC	430	7579	205930	103441	316950	50	
	FEDERAL/CETA	191	*	*	*	*	96	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	1509	7579	298356	126492	432427	242	300
17.3302	TAILORING							
	VOC. EDUCATION	106	20957	-0-	12330	33287	12	
	TEC	72	1954	53063	26655	81672	20	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	178	22911	53063	38985	114959	32	60
17.3399	INDUSTRIAL SEWING							
	VOC. EDUCATION	2213	22862	341574	72904	437340	240	
	TEC	185	5448	148027	74355	227830	24	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	2398	28310	489601	147259	655170	264	1340

* INFORMATION NOT AVAILABLE

TABLE 20 (Continued)

SUMMARY: FISCAL YEAR 1982 FIVE-YEAR PLAN (UPDATED)

O.E. CODE	TITLE	ENROLL	FUNDING				SUPPLY	DEMAND
			FEDERAL	STATE	LOCAL	TOTAL		
17.3400	LEATHERWORKING							
	VOC. EDUCATION	–	–	–	–	–	–	
	TEC	60	1372	37303	18737	57412	5	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	60	1372	37303	18737	57412	5	30
17.3601	CABINETMAKING							
	VOC. EDUCATION	139	-0-	64296	-0-	64296	14	
	TEC	90	1937	52683	26438	81058	22	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	229	1937	116979	26438	145354	36	70
17.9900	T & I OCCUP., OTHER							
	VOC. EDUCATION	718	-0-	146676	28410	175086	70	
	TEC	–	–	–	–	–	–	
	FEDERAL/CETA	–	–	–	–	–	–	
	PRIVATE	*	*	*	*	*	*	
	TOTAL	718	-0-	146676	28410	175086	70	*
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							
	VOC. EDUCATION							
	TEC							
	FEDERAL/CETA							
	PRIVATE							
	TOTAL							

* INFORMATION NOT AVAILABLE

E. FY 1979 Through 1982 Program Plans and Administrative Provisions

This section is comprised of the individual program plans and specific administrative provisions, which are not covered under Section IV, General Administration, for Subparts 2 through 5 of Public Law 94-482. Each program includes:

- Philosophy
- Funding Policies
- Program Policies
- Procedures (as required)
- Needs Assessment/Rationale
- Annual Program Plan for FY 1979
- Five-Year Program Plan (Updated)

159

SUBPART 2

BASIC GRANT

● SECONDARY OCCUPATIONAL PROGRAMS

SECONDARY OCCUPATIONAL PROGRAMS

I. Philosophy

The primary principle underlying occupational programs is to prepare each occupational student for constructive participation in society, immediate employment and/or further education and continued self-development. Occupational programs and services shall be designed to provide students with skills based on manpower needs of the area which are suited to the needs, interests, and abilities of the students. All occupational programs shall be available to all students and designed to overcome sex discrimination and sex stereotyping.

II. Funding Policies

A. Vocational education funds made available to local educational agencies and institutions under Subpart 2 may be used to support secondary occupational programs.

B. Policies as described in the Administrative portion subtitled "Financial Management" will be applicable to secondary funding.

III. Policies

To receive Federal funds for secondary vocational education, programs shall be conducted in accordance with criteria, standards and policy as described below.

A. The total secondary school vocational education program shall be conducted in accordance with the criteria and standards which are described in this section.

B. High schools are required to provide pre-vocational education as an elective for students in grades 9 and/or 10.

C. Experimentation under monitored conditions offers opportunities for the development of improved techniques and procedures in the education process. Administrators may conduct an experimental program which necessitates the temporary waiving of certain standards provided the program has prior approval from the Director, Office of Vocational Education. Approval from the Office of General Education may also be necessary for accreditation purposes.

D. Courses designed to meet new and emerging manpower needs and job opportunities in the area are encouraged and shall be funded provided the need is documented and prior approval is granted by the Director, Office of Vocational Education.

E. The secondary school vocational education program shall include specialization and skill development in a minimum of four (4) occupational program areas, e.g., office occupations, trades and industries, distributive education, agriculture, home economics, health occupations, and shall offer a minimum of 12 units in grades 10-12; or vocational specialization and skill development in a minimum of 10 trade and industrial programs plus two other vocational program areas.

F. The school's vocational program shall consist of at least the minimum offerings as required in E. and shall be selected from the following occupational program areas:

1. Agricultural Education - A minimum program in agricultural education shall include at least three levels of single period courses or a two year course in specialized agricultural occupations scheduled for multiple periods daily, five days weekly, 36 weeks annually.

2. Distributive Education - A program consists of D.E. I for 11th graders as a prerequisite for D.E. II for 12th graders with students receiving a minimum of one unit of credit for 250 minutes of instruction weekly.

   Fashion Merchandising is a one-year specialty D.E. program offered to 12th grade students for a minimum of 500 minutes of instruction weekly for two units of credit.

   Students receive one unit of credit for approved on-the-job training in addition to credit for classroom instruction.

3. Health Occupations - A program consists of exploratory and/or occupational courses in the 11th and 12th grades on a 2 or 3 hour block; post-secondary/adult courses on a 9 or 12 months basis for 8 hours a day; and adult supplementary/preparatory courses of specified content for 2 or 3 hours of instruction.

4. Occupational Home Economics - A program shall include one and/or two level courses in one or more of the following areas: Child Care Services, Clothing Services, Food Services, and Housing and Home Furnishing Services, and Institutional and Home Management Services, scheduled for multi-periods daily, five days weekly, 36 weeks annually.

5. Office Occupations Education - A school program shall include a minimum of four (4) different course offerings each year. Each student enrolled in an Office Occupations course shall be enrolled in one of the six clusters/majors. Office Procedures is a senior-level course required for each Office Occupations student enrolled in and completing the stenographic, clerical, accounting, keypunch, and senior intensified clusters/majors. Business Principles and Management may preempt Office Procedures for the Accounting cluster. A minimum of four (4) courses is required for each of the six clusters as prescribed below:

   Stenographic Cluster - Typewriting I, Shorthand I, Shorthand II, Office Procedures

   Accounting Cluster - Typewriting I, Accounting I, Accounting II, Office Procedures or Business Principles and Management

   Clerical Cluster - Typewriting I, Typewriting II, Office Procedures, Recordkeeping I or Accounting I

Senior Intensified Program	- Offered to seniors only on a two or three-hour block; prerequisite of one full year of Typewriting I. SIP will include: Typewriting II, Business Communications, Office Machines, and Office Procedures
Keypunch Cluster	- Typewriting I, Keypunch, Typewriting II, Office Procedures
Data Processing Cluster	- Typewriting I, Data Processing I, Data Processing II, and one elective from the Office Occupations curriculum. (Accounting I is a recommended elective).

6. Trade and Industrial Education - School districts offering courses in Trade and Industrial Education shall as a minimum provide a sequence of learning activities in each occupational area sufficient to permit student job-entry on completion.

7. Pre-vocational Education - Schools are required to provide Pre-vocational Education as an elective for students in grades 9 and/or 10. A pre-vocational course shall consist of six (6) exploratory areas. Curriculum guides are available from the Office of Vocational Education from which a school district may select five areas, plus "The World of Work". Schools administered under a nine-week structure may offer four (4) exploratory areas and include "The World of Work" in each unit.

8. Industrial Arts Education - An Industrial Arts course shall consist of at least one (1) year of industrial arts laboratory or mechanical drawing and shall meet the purposes of the Vocational Education Amendments of 1976.

G. The following are official course titles, O. E. Codes, BEDS Codes (SDE), and suggested grade levels for approved vocational education courses:

OFFICIAL COURSE TITLES FOR AGRICULTURAL EDUCATION

Course Titles and Levels	Suggested Grade Level	O.E. Code	BEDS Code
INTRODUCTORY AGRICULTURE			
Agricultural Science	9	01.0102	641
Agricultural Production	10	01.0100	642
AG. PRODUCTION AND AGRIBUSINESS OCCUPATIONS			
Ag. Production, Business Management I, II	11, 12	01.0104	643, 651
Agricultural Chemicals I, II	11, 12	01.0201	649, 654

(Cont.)

OFFICIAL COURSE TITLES FOR AGRICULTURAL EDUCATION

Course Titles and Levels	Suggested Grade Levels	O.E. Code	BEDS Code
AG. PRODUCTION AND AGRIBUSINESS OCCUPATIONS			
Agricultural Mechanics I, II	11, 12	01.0300	648, 660
Agricultural Products I, II	11, 12	01.0400	655, 661
Agricultural Sales and Services I, II	11, 12	01.0200	645, 662
Environmental and Natural Resources Occupations I, II	11, 12	01.0600	656, 663
Floriculture I, II	11, 12	01.0502	646, 664
Forestry I, II	11, 12	01.0700	650, 665
Livestock Management I, II	11, 12	01.0101	647, 666
Ornamental Horticulture I, II	11, 12	01.0500	644, 640
Pulpwood Harvesting I, II	11, 12	01.0703	657, 639
Turf and Lawn Management I, II	11, 12	01.0506	658, 638

OFFICIAL COURSE TITLES FOR DISTRIBUTIVE EDUCATION

Distributive Education I, II	11, 12	04.0000	682, 683
Fashion Merchandising	12	04.0100	687

OFFICIAL COURSE TITLES FOR HEALTH OCCUPATIONS EDUCATION

Health Occupations I, II	11, 12	07.9900	705,706
Nursing Assistant (Aide)	12	07.0303	711
Practical Nursing-Phase I	12	07.0302	710
Practical Nursing-Phase II	Adult	07.0302	567
Practical Nursing-12 months	Adult	07.0302	692
Dental Assistant	Adult	07.0101	691
Surgical Technician (Operating Room Technician)	Adult	07.0305	694
Inhalation Therapy Technician	Adult	07.0903	693

OFFICIAL COURSE TITLES FOR INDUSTRIAL ARTS

Course Titles and Levels	Suggested Grade Level	O.E. Code	BEDS Code
INDUSTRIAL ARTS			
Industrial Arts Lab I	9, 10	99.0400	521
Industrial Arts Lab II	10	99.0400	522
Mechanical Drawing I	11, 12	99.0400	523
Mechanical Drawing II	12	99.0400	524

OFFICIAL COURSE TITLES FOR OCCUPATIONAL HOME ECONOMICS

Child Care Services I, II	10-12 11-12	09.0201	721 564
Clothing Services I, II	10-12 11-12	09.0202	722 565
Food Services I, II	10-12 11-12	09.0203	723 566
Housing and Home Furnishings Services I, II	10-12 11-12	09.0204	728 731
Institutional and Home Management Services I, II	10-12 11-12	09.0205	729 568

OFFICIAL COURSE TITLES FOR OFFICE OCCUPATIONS EDUCATION

STENOGRAPHIC CLUSTER		14.0700	980
Shorthand I	11		
Shorthand II	12		
Typing I	10-11		
Office Procedures	12		
ACCOUNTING CLUSTER		14.0100	982
Accounting I	11		
Accounting II	12		
Typewriting I	10-11		
Office Procedures or Business Principles and Management	12 11-12		
CLERICAL CLUSTER		14.0300	984
Typewriting I	10-11		
Typewriting II	11-12		
Office Procedures	12		

(Cont.) OFFICIAL COURSE TITLES FOR OFFICE OCCUPATIONS EDUCATION

Course Titles and Levels	Suggested Grade Level	O.E. Code	BEDS Code
CLERICAL CLUSTER			
Recordkeeping I or Accounting I			
SENIOR INTENSIFIED PROGRAM		14.9900	986
-for Seniors only	12		
-prerequisite Typewriting I			
-a 2-3 hour block concentrating on: Typewriting II Office Procedures Business Communications Office Machines			
KEYPUNCH CLUSTER		14.0202	988
Typewriting I	10-11		
Typewriting II	11-12		
Keypunch	11-12		
Office Procedures	12		
DATA PROCESSING CLUSTER		14.0299	990
Typewriting I	10-11		
Data Processing I	11-12		
Data Processing II	12		
One Office Occupations Elective	10-12		
Additional Office Occupations Courses May be Offered as Electives:			
Business English	12	14.0700	406
Business Law	12	14.0100	607
Business Mathematics	10-12	14.0100	430
Introduction to Business	9-10	14.0300	603
Production Lab	12	14.0300	617
Recordkeeping II	11-12	14.0300	625
Typewriting II-Office Procedures (fused)	12	14.0300	614
Typewriting II-Shorthand II (fused)	12	14.0700	612
Word Processing	11-12	14.0999	712

OFFICIAL COURSE TITLES FOR PREVOCATIONAL EDUCATION

Course Titles and Levels	Suggested Grade Level	O.E. Code	BEDS Code
Prevocational Education	9-10	99.0000	525

OFFICIAL COURSE TITLES FOR TRADE AND INDUSTRIAL EDUCATION

Air Conditioning, Refrigeration, & Heating I	10-11	17.0100	741
II	11-12		742
III	12		851
Appliance Repair I	10-11	17.0200	778
II	11-12		779
III	12		867
Automotive Body Repair I	10-11	17.0301	780
II	11-12		781
III	12		868
Automotive Mechanics I	10-11	17.0302	743
II	11-12		744
III	12		852
Automotive Services I	10-12	17.0399	578
Barbering I	10-11	17.2601	572
II	11-12		573
III	12		574
Building Construction (Carpentry) I	10-11	17.1001	747
II	11-12		748
III	12		854
Business Machine Maintenance I	10-11	17.0600	782
II	11-12		783
III	12		869
Cabinet Making I	10-11	17.3601	784
II	11-12		785
III	12		870
Commercial Art I	10-11	17.0700	575
II	11-12		576
III	12		577
Cosmetology I	11	17.2602	751
II	12		752
Drafting I	10-11	17.1300	753
II	11-12		754
III	12		856
Electricity I	10-11	17.1002	755
II	11-12		756
III	12		857

(Cont.) OFFICIAL COURSE TITLES FOR TRADE AND INDUSTRIAL EDUCATION

Course Titles and Levels	Suggested Grade Level	O.E. Code	BEDS Code
Electronics I	10-11	17.1500	788
II	11-12		789
III	12		872
Graphic Communications I	10-11	17.1900	769
II	11-12		770
III	12		863
Industrial Sewing I	10-11	17.3399	757
II	11-12		758
Machine Shop I	10-11	17.2302	759
II	11-12		760
III	12		859
Masonry I	10-11	17.1004	745
II	11-12		746
III	12		853
Painting and Decorating I	10-11	17.1005	763
II	11-12		764
III	12		860
Plumbing and Pipefitting I	10-11	17.1007	765
II	11-12		766
III	12		861
Radio and Television Repair I	10-11	17.1503	767
II	11-12		768
III	12		862
Sheet Metal I	10-11	17.2305	790
II	11-12		791
III	12		873
Small Engine Repair I	10-11	17.3100	792
II	11-12		570
III	12		571
Tailoring I	10-11	17.3302	793
II	11-12		794
III	12		874
Textiles I	10-11	17.3300	795
II	11-12		796
III	12		875
Tilesetting I	10-11	17.1004	797
II	11-12		798
Welding I	10-11	17.2306	773
II	11-12		774
III	12		865

H. Vocational administrators and teachers shall be properly certified according to existing State Department of Education standards.

I. A teacher in a vocational center shall teach a minimum of five (5) class periods daily for a minimum of 250 minutes. The recommended limit is six (6) teaching periods. Cooperative education teachers shall teach four (4) class periods or 200 minutes daily and shall supervise students in work experiences for a minimum of two (2) periods or 100 minutes daily. A teacher with more than four (4) different preparation shall be considered overloaded, with the exception that a teacher with a daily student loan not exceeding 75 students may have five (5) differenct preparations.

J. An accurate record of the attendance and achievements of each student shall be kept and should be stored in locked, fireproof filing cabinets or vaults to provide security against possible destruction.

K. Follow-up records for each vocational enrollee shall be maintained for a five year period indicating course completion, placement in area trained or related area, and subsequent placement.

Follow-up records shall include for each student completion, in addition to required placement status information, the title of the occupation in which placed and the employer's name and address. These records shall be maintained on file for a five (5) year period.

L. To continue existing programs, 50% of the graduates available for placement shall be placed in the area trained or in a related area. Any program not meeting this requirement will be evaluated at the end of the first year by the local school administration and the Office of Vocational Education. If at the end of any second consecutive year placement is below 50% all Federal and State funding may be discontinued at the end of the third year. Students placed in higher education will not be counted negatively; consideration will be given to those regular programs mainstreadming a high percentage of disadventaged and handicapped students.

M. Existing and new vocational education facilities shall meet the following standards:

1. Buildings shall be adequate in size and arrangements to accommodate the program offered.
2. Buildings shall be kept clean and comfortable.
3. Each room shall be designed and equipped to serve specific purposes for which it is used.
4. Adequate lighting, ventilation, and heating shall be provided in all areas.

5. All new school facilities and sites shall meet minimum requirements listed in "South Carolina School Facilities Planning and Construction Guide" and "South Carolina Guide and Minimum Specifications for Construction of Relocatable Classroom Building."

   These publications are available from the State Department of Education.

6. All operating school facilities shall comply with the safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by the State Board of Health.

7. Plans for new vocational facilities and sites shall have prior approval by the Office of Vocational Education.

8. All vocational education laboratories and facilities shall meet the standards as prescribed by the Occupational Safety and Health Act and governed by the Department of Labor. (Citations and fines may be levied on local school districts by the Department of Labor where violations are identified.) Courtesy inspection and assistance are available from the South Carolina Department of Labor.

N. The following standards/conditions shall be met to reduce and/or prevent accidents in vocational programs:

   1. Teachers and students participating in courses as outlined in South Carolina Code Act No. 377 shall be supplied plano protective eye devices.

   2. Act No. 377 - "An Act to Require the Public Schools of the State to Supply Plano Protective Eye Devices to Pupils and Teachers Participating in Certain Courses and to Require Pupils and Teachers Desiring Protective-Corrective Eye Devices to Secure Such Devices at Their Own Expense."

      Section 1. Certain students and teachers are to wear protective devices, while participating in vocational courses, involving any of the following:

      (a) Vocational or industrial art shops or laboratories involving use of or exposed to:

         (1) hot molten metals;
         (2) milling, sawing, turning, shaping, cutting, or stamping of any solid materials;
         (3) heat treatment, tempering, or kiln firing of any metal or other materials;

(4) gas or electric arc welding;
(5) repair or servicing of any vehicles;
(6) caustic or explosive materials; and
(7) hot liquids or solids.

(b) The trustees of each school district shall purchase and cause such plano protective eye devices to be placed in such public schools for the eye protection of pupils, teachers, and visitors to such classrooms or laboratories.

(c) Any person desiring protective-corrective lenses instead of plano protective devices supplies by the school trustees shall at his own expense procure and equip himself with industrial quality eye protective devices secured from legally authorized dispensers.

NOTE: The phrase "industrial quality eye protective devices," as used in this section, means devices meeting the standards of the American Safety Code for Head, Eye, and Respiratory Protection, 22.-1-1959, promulgated by the American Standards Association, Incorporated.

O. Class period schedules shall be conducted as follows:

VOCATIONAL EDUCATION	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Agricultural Education*					
Agricultural Science	9	5-10	250-500	36	1-2
Agricultural Production	10	5-10	250-500	36	1-2
Agricultural Production Business Mgmt. I, II	11,12	5-10-15	250-500-750	36	1-2-3
Agricultural Chemicals I, II	11,12	5-10-15	250-500-750	36	1-2-3
Agricultural Mechanics I, II	11,12	5-10-15	250-500-750	36	1-2-3
Agricultural Products I, II	11,12	5-10-15	250-500-750	36	1-2-3
Agricultural Sales and Services I, II	11,12	5-10-15	250-500-750	36	1-2-3
Environmental and Natural Resources Occupations I, II	11,12	5-10-15	250-500-750	36	1-2-3
Floriculture I, II	11,12	5-10-15	250-500-750	36	1-2-3
Forestry I, II	11,12	5-10-15	250-500-750	36	1-2-3
Livestock Management I, II	11,12	5-10-15	250-500-750	36	1-2-3
Ornamental Hort. I, II	11,12	5-10-15	250-500-750	36	1-2-3
Pulpwood Harvesting I, II	11,12	5-10-15	250-500-750	36	1-2-3
Turf and Lawn Management I, II	11,12	5-10-15	250-500-750	36	1-2-3
Distributive Education					
Distributive Education I	11	5-10	250-500	36	1-2
Distributive Education II	12	5-10	250-500	36	1-2
Fashion Merchandising	12	10	500	36	2
Health Occupations Education*					
Secondary					
Health Occupations I, II	11,12	5-10-15	250-500-750	36	1-2-3
Nursing Assistant (Aide)	12	5-10-15	250-500-750	36	1-2-3
Practical Nursing (Phase 1)	12	15	750	36	3
Adult					
Practical Nursing (Phase II)	Adult	40	2400	37	**
Practical Nursing (12 months)	Adult	30-40	18-2400	52	**
Dental Assistant	Adult	40	2400	52	**
Surgical Technician (Operating Room Tech.)	Adult	40	2400	36	**
Inhalation Therapy Technician	Adult	40	2400	52	**
Consumer and Homemaking Education					
Basic Consumer and Homemaking	9,10	5	250	36	1
Advanced Consumer and Homemaking	10,11	5	250	36	1
Child Development I	10-12	5	250	18	½
Child Development II	10-12	5	250	18	½
Clothing and Textiles I	10-12	5	250	18	½
Clothing and Textiles II	10-12	5	250	18	½

**Certificate awarded upon successful completions.

VOCATIONAL EDUCATION	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Home Economics Ed. (Cont.)					
Consumer Education I	10-12	5	250	18	½
Consumer Education II	10-12	5	250	18	½
Family Life Ed. I	10-12	5	250	18	½
Family Life Ed. II	10-12	5	250	18	½
Foods and Nutrition I	10-12	5	250	18	½
Foods and Nutrition II	10-12	5	250	18	½
Housing and Home Furnishings I	10-12	5	250	18	½
Housing and Home Furnishings II	10-12	5	250	18	½
Human Sexuality I	10-12	5	250	18	½
Human Sexuality II	10-12	5	250	18	½
Occupational Home Economics Education					
Child Care Services I	11,12	5-10	250-500	36	1-2
Child Care Services II	11,12	5-10	250-500	36	1-2
Clothing Services I	11,12	5-10	250-500	36	1-2
Clothing Services II	11,12	5-10	250-500	36	1-2
Food Services and Commercial Cooking I	11,12	5-10	250-500	36	1-2
Food Services and Commercial Cooking II	11,12	5-10	250-500	36	1-2
Housing and Home Furnishings Services I	11,12	5-10	250-500	36	1-2
Housing and Home Furnishings Services II	11,12	5-10	250-500	36	1-2
Institutional and Home Management Services I	11,12	5-10	250-500	36	1-2
Institutional and Home Management Services II	11,12	5-10	250-500	36	1-2
Industrial Arts					
Industrial Arts Lab I	9,10	5	250	36	1
Industrial Arts Lab II	10	5	250	36	1
Mechanical Drawing I	11,12	5	250	36	1
Mechanical Drawing II	12	5	250	36	1
Office Occupations Education*					
Accounting I	11	5	250	36	1
Accounting II	12	5	250	36	1
Business Communications	12	5	250	18	½
Business English	12	5	250	36	1
Business Law	12	5	250	18-36	½-1
Business Mathematics	10-12	5	250	36	1
Business Principles and Management[3]	11-12	5	250	18-36	½-1
Data Processing I	11-12	5	250	18-36	½-1
Data Processing II	12	5	250	36	1
Intro. to Business	9-10	5	250	18-36	½-1

VOCATIONAL EDUCATION	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Office Occupations Education (Cont.)					
Keypunch	11-12	5	250	18-36	½-1
Office Machines	11-12	5	250	18-36	½-1
Office Procedures	12	5	250	18-36	½-1
Production Lab	12	5	250	18	½
Record Keeping I	10-11	5	250	36	1
Record Keeping II	11-12	5	250	36	1
Senior Intensified Program	12	10-15	500-750	36	2-3
Shorthand I	11	5	250	36	1
Shorthand II	12	5	250	36	1
Typewriting I	10-11	5	250	36	1
Typewriting II	11-12	5	250	36	1
Typewriting II, Office Procedures (fused)	12	5	250	36	1
Typewriting II, Shorthand II (fused)	12	5	250	36	1
Word Processing	11-12	5	250	18	½

Trade and Industries*

With the exception of Cooperative Courses, all Trade and Industrial courses fit one of these patterns:

11-12	15	750	36	3
10-12	10	500	36	2

Air Conditioning, Refrigeration, and Heating I, II, III
Appliance Repair I, II, III
Automotive Body Repair I, II, III
Automotive Mechanics I, II, III
Automotive Services I
Barbering I, II, III
Building Construction I, II, III
Business Machine Maintenance I, II, III
Cabinet Making I, II, III
Commercial Art I, II, III
Commercial Photography I, II, III
Cosmetology I, II
Drafting I, II, III
Electricity I, II, III
Electronics I, II, III
Graphic Communications I, II, III
Industrial Sewing I, II
Machine Shop I, II, III
Masonry I, II, III
Metalworking and Fabrication I, II
Painting and Decorating I, II, III
Plumbing and Pipefitting I, II, III
Radio and Television Repair I, II, III
Sheet Metal I, II, III
Small Engine Repair I, II, III
Tailoring I, II, III
Textiles I, II, III
Tilesetting I, II
Welding I, II, III

Prevocational Education

Prevocational Education	9-10	5	250	36	1

*Eleventh and twelfth grade students enrolled in cooperative programs in Agricultural Education, Distributive Education, Occupational Home Economics, and Trade and Industrial Education shall receive one unit of credit for approved on-the-job training in addition to two credits for two hours of class; however, no more than three units shall be acquired yearly. In office occupations, only seniors may participate in the cooperative method and earn one unit in on-the-job training.

P. Any deviation from the above standards for special or innovative programs must be approved in advance by the Director, Office of Vocational Education.

Q. Each class period at a vocational center shall meet for the required minimum minutes weekly as established in the schedule above. Classroom minutes do not include transportation time to and from a vocational center.

R. No single period class shall be offered at a vocational center without written approval annually from the Office of Vocational Education. Such approval shall be secured by July 1 of each year.

S. The schedule for vocational courses shall be planned cooperatively by the center director and principals and approved by the superintendents of the participating high schools by March 1 of each year.

T. Occupational training shall be offered for a three-hour multi-period at the eleventh and twelfth grades or shall be offered for a two-hour period at the tenth, eleventh, and twelfth grades. Exception: An administrative structure of three periods, two periods, and a single period (3-2-1) may be approved for funding by the Director, Office of Vocational Education when the single period is for pre-vocational education. Small Engines, Industrial Sewing, Tilesetting, and Metal Fabrication may be offered in two-hour periods for two years only.

U. Only students regularly enrolled in grades 9-12 shall be counted to satisfy minimum enrollment requirements for the daytime school program.

An exception to this standard shall be made in health occupations education programs in which adults are enrolled.

V. The program of studies in vocational education programs should be broad in offerings to meet the diverse occupational needs of students. If districts are organized on a quarter or semester basis, courses should be sequential in content and planned for four (4) quarters or two (2) semesters to be equivalent to one (1) year of skilled training.

W. Vocational centers may offer credits and courses in accordance with established procedures of the district's secondary schools.

X. Vocational programs planning to adopt the quarter or semester system shall develop a written outline or guide for each course and secure approval of the Director, Office of Vocational Education.

Y. The enrollment for a class in a beginning subject offered for a single period shall be a minimum of ten (10) students and a minimum of five (5) students per class in the second or third year. The enrollment for a multiperiod vocational class in a beginning subject shall be a minimum of 15 students and a minimum of 10 students per class in the second and third years.

An exception to this standard shall be made in health occupations programs which are governed by accrediting/certification boards. Standards established by these Boards limit the student/teacher ratio to ensure safe, effective practice during the clinical phase.

Z. The recommended teacher load is 20 students per period and the maximum enrollment in vocational courses shall be 35 students in each class with one instructor.

AA. Vocational courses to be conducted with vocational funds during the summer in high schools or vocational centers shall be submitted and approved on the Local Plan for Vocational Education.

BB. A student must attend each class a minimum number of days each instructional period to receive consideration for credit. Below is an attendance schedule required for the various instructional periods.

Instructional Period	Credit	Minimum Days Attendance Required
Quarterly (45 days)	¼	40
Semesterly (90 days)	½	80
Yearly (180 days)	1	160

Exceptions: This rule will not apply to cases of extended or chronic illnesses that are certified by a physician and absences due to emergency conditions that are approved by the principal as excusable.

CC. A student enrolled in an occupational health education course must satisfactorily fulfill attendance requirements established for that specific course.

DD. Extended employment of vocational personnel utilizing vocational funds shall be only for organized, scheduled instructional purposes for high school students and/or adults. Extended employment contracts shall be the responsibility of the local school district. Proposed programs for extended employment shall be approved by May 1 of each year by the principal and/or center director. Documentation of time utilization by teachers with extended employment is to be provided the principal and/or director.

EE. Adequate instructional and reference material shall be available in classrooms at the vocational center.

FF. Local vocational education plans shall reflect allocations for instructional supplies as is appropriate. Budgets shall be developed for each vocational course to provide for necessary supplies, instructional materials, repairs, replacements, safety, and travel where appropriate.

GG. The school day for full-time vocational teachers shall be a minimum of seven (7) hours.

HH. The daily schedule for an area vocational center shall provide a minimum of six (6) periods of instruction.

II. Classes conducted by vocational teachers outside of approved vocational education classes shall be prorated and not paid from vocational education funds.

IV. Annual Program Plan - FY 1979 - Secondary Occupational Programs

This section provides data on secondary occupational programs administered by the Office of Vocational Education. Table 21 provides a projection of secondary enrollments and allocation of funds by O. E. Codes for FY 1979. Table 22 lists the primary goal and objectives to be accomplished by the Office of Vocational Education during FY 1979. Also included is a listing of activities to be completed under each objective and the allocation of funds.

Rationale: Secondary Occupational Enrollments and Expenditures

Secondary occupational enrollment projections and the expenditure of funds to support these enrollments, as indicated on Tables 21, 25, 26, and 27. are based on the following trends and directions envisioned for each of the major Vocational Education occupational service areas:

Agricultural Education

The industry of agriculture is continuing to undergo extensive changes. Despite rapid growth in the demand for agricultural products, both at home and for export, the number of farm workers is expected to decline in South Carolina until 1980. After 1980 this number is expected to level off. Employee projections in off-farm occupations is expected to increase through 1982.

Employment Security Commission supply and demand data and State Budget and Control Board Research and Statistical Services data serve as the primary basis for projecting enrollment goals to meet projected manpower demands.

Vocational agriculture programs are planned and developed based upon need and available resources. They are designed to prepare students for challenging careers on the farm, in agribusinesses that support modern farmers as well as forestry, horticulture, food processing, and natural resources occupations. A unique feature of agricultural education today is that learning does not stop in the classroom and laboratory. Students use knowledge gained through classroom and laboratory instruction as a foundation for supervised experience programs on farms and local agribusiness establishments. Programs developed through cooperative efforts of the school and agribusiness community enable teachers to guide students toward realistic career goals and provide entry level skills for job placement as an excellent foundation for further training upon graduation.

Distributive Education

The anticipated expansion of trade, resulting from population growth and business expansion, is expected to increase the need for sales workers. Employment of sales workers is expected to increase about 21,000 over the study period. The projected rate of increase is 33.7 percent.

Changes in business size and organization have resulted in divergent growth trends for salaried and self-employed managers. Expansion in wholesale and retail trade and financial institutions will increase job opportunities for

Distributive Education

The anticipated expansion of trade, resulting from population growth and business expansion, is expected to increase the need for sales workers. Employment of sales workers is expected to increase about 21,000 over the study period. The projected rate of increase is 33.7 percent.

Changes in business size and organization have resulted in divergent growth trends for salaried and self-employed managers. Expansion in wholesale and retail trade and financial institutions will increase job opportunities for buyers, sales managers and financial managers. Employment in this group is expected to grow from 109,440 in 1974 to 147,020 in 1985.

As a result of business expansion, new product development, greater consumer buying, and demand for products and services in the forecast period, growth for workers in distributive occupations is evident. Distributive Education must play a much larger role in providing the needed trained personnel for the occupations in marketing and distribution.

Health Occupations Education

The capabilities of the present health care delivery system continues to be challenged by rapid and dynamic social changes and technological advancements. The following basic assumptions can be expressed about health and health care in the future:

1. There will be an increasing need for health education, health promotion and prevention of disease and disability.

2. There will be an increasing emphasis on delivery of health care in the home, in ambulatory care centers and in other community based settings.

3. Hospitals will increasingly provide specialized complex services for the acutely ill.

4. Improvement in the health of the population will be dependent on an increasing focus on the promotion and maintenance of health and the prevention of illness.

5. There will be increasing attention given to the manpower component of this delivery system to include the adequacy of supply, utilization effectiveness, geographic distribution, entry-levels into practice, and education/training requirements and resources.

Public Law 93-641, the National Health Planning and Resources Development Act has through the designation of a network of Health Systems Agencies, begun to impact upon the development of a systematic and comprehensive approach to health care planning at the local and state levels. This planning will assure that quality health services supported by adequate manpower, facilities and financial assistance, will be available and readily accessible in a manner which assures continuity of care at reasonable cost for all residents of a given area and which will be responsive to the unique needs and resources of the area.

The rapid expansion of existing health occupations and the emergence of new ones has directly influenced the standard and quality of health care and health services. According to the National Center for Health Statistics, in 1910, there were essentially only three members of the health care team-physician, nurse and aides. By 1974 the figure had risen to well over 450 individual health care occupations, and it is estimated that approximately 600 careers now exist.

Employers of health workers have not moved adequately to correct high turnover rates, job dissatisfaction, relatively low wage levels, and limited upward mobility; therefore, manpower shortages have and should continue to exist through the 1980's.

Occupational demand and supply projections furnished by the Employment Security Commission and serving as the primary basis for establishing enrollment goals indicates that the fastest growing occupations are those associated with health. Health service workers are expected to increase 79.5 percent by 1985. Jobs to which Health Occupations Education programs are presently contributing manpower are:

Health Assistant (Nursing Assistant)
Dental Assistant
Practical Nursing
Respiratory Therapy
Operating Room Technician

Educational institutions and agencies responsible for health manpower training must continue to assess manpower needs and remain responsive to current and future demands within the state.

The future is dependent on the health priorities set at the national, state, and local area levels. The avenues of change selected will have a direct impact on the quantities and levels of health manpower trained and employed by the health industry.

Occupational Home Economics

The primary purpose of occupational home economics is to provide programs that prepare persons for entry into an occupation involving the knowledge and skills of home economics. Those areas offered in South Carolina are food services, child care services, clothing services, institutional and home management, and home furnishing services.

Fast food is one of the most rapidly expanding occupational areas. Currently this industry serves over 11.5 billion dollars of meals annually. The last census of Retail Trade showed a sales increase of over 149.8 percent for fast food operations (National Restaurant Association 1975). This rapid growth and the volume of business being done by the industry has created an increased demand for fast food service workers. The United States Department of Labor currently projects that 450,000 counter workers alone will be needed in the fast food industry by 1985.

Catering is another of the large and diverse groups of occupations available in the food service industry. The demand for competent workers in this area is expected to continue and show a steady rise in the next decade. This increasing demand will be due to higher family income, the entrance of more women into the labor force, and the changing life style of society which has brought about greater partronage of food service establishments.

Additional openings will also occur as workers are replaced due to death, retirement, promotions, transfers, and general population mobility.

The apparel industry in the United States is the second largest manufacturing industry and the fourth largest employer (Strum 1975). Thus, economics activities related to design, production, merchandising, apparel and accessories are a sizable employment demand force in our country.

Occupational opportunities are expected to grow rapidly during the next five-year period in industries providing services. Many laundry and dry cleaning establishments are broadening their services to include alteration work along with drapery processing. Currently, the demand for persons skilled in alterations and other services related to clothing far exceeds those available.

An increase in the number of working mothers expected over the next decade will result in a corresponding increase in the use of nursery schools and demand for child care workers.

An increased demand for institutional managers as well as cleaning service workers is expected over the next five-year period, resulting from continued expansions in the trade, hotel and motel industries.

In contrast to the employment gains anticipated for other service workers, the number of private household workers is projected to decline statewide and nationally. A continuing decline in the number of these service workers is expected despite a rise in the demand for them. Few persons are expected to seek household jobs because of the poor earnings and lower social status associated with these jobs.

Office Occupations Education

Technological developments in computer processing, office equipment, and communications devices continue to affect employment of office workers. From information compiled by the Employment Security Commission, employment of computer and peripheral equipment operators is expected to increase substantially during the next five years. Employment of clerical workers, the largest of the white collar major occupational groups, is expected to increase about 46 percent by 1985.

Certain types of clerical workers, however, are unlikely to be affected significantly by technological developments. Secretaries and receptionists, for example, whose jobs involve a high degree of personal contact, should not be greatly affected. The continued growth of these occupations results to a great extent from the high concentration of these workers in rapidly expanding industries, such as medical and other health services and miscellaneous business services.

Programs in office occupations education are designed to prepare students for careers in Accounting, Keypunch, Data Processing, Clerical, and Stenographic areas. Present (1978) enrollment in these areas total approximately 30,500 while projected enrollment for 1982 is expected to reach 31,750.

Trade and Industrial

The skill training programs in South Carolina are directly related to the entry level employment needs of the state and surrounding areas. A community survey is conducted in any given community before a new skill training program is incorporated in the school system. The employment needs of a given community must indicate entry level jobs that are available and will be available within a five-year period. After the need is substantiated, a survey of potential students is conducted to be sure that there is student interest .

Craft and kindred workers constitute the second largest of all the occupational groups. An increase of 63,000 is anticipated over the study period, brining the 1985 employment level to 241,000. The anticipated 35.4 percent increase is approximately five (5) percent greater than for all occupations. In proportion to all occupations, employment in this category is expected to increase slightly from 15.5 percent in 1974 to 16.1 percent in 1985. Total job openings in craft occupations will result largely from expansion needs.

Construction craft workers account for over 35 percent of the employment in this category. Highly skilled construction occupations such as carpenter, brick and stone mason, electrician, painter, plumber, and pipefitter are expected to be among the fastest growing occupations. Mechanics and repairers account for 28 percent of craft workers' employment. Demand is expected to be especially good for heavy equipment mechanics; auto mechanics; air conditioning, heating, and refrigeration mechanics; and radio and television repairers.

Employment in operative occupations was nearly one-fourth of the total employment in South Carolina in 1974. Although employment in this category is expected to increase by 46,000 between 1974 and 1985, the rate of increase, 16.9 percent, is considerably lower than for all occupations, 30.5 percent. The percent distribution of operatives employment to total employment is projected to decrease by 2.5 percent over the study period. This reflects the decrease in the growth rate of manufacturing in the State, as well as the effects of automation of production processes.

Employment demand for operative occupations will reflect the rate of growth of the particular industry in which the- are utilized, as well as the impact of technological innovations. For example, the projected increase in the employment of welders and other semi-skilled metal workers reflects anticipated expansion in machinery manufacturing. A decline in the number of solderers reflects new processes in electrical and electronic equipment manufacturing. Increasing demands for semi-skilled packers and inspectors (with the exception of graders and sorters in manufacturing) may possibly indicate growth in durable goods manufacturing and stable employment in food products manufacturing. Operatives in non-durable goods manufacturing generally will be confronted by limited job openings or displacement because of technological innovations. The number of garage workers and gas station attendants shows a decreasing trend because of a slower growth in the gasoline service station industry and an increasing trend toward self-service stations.

TABLE 21
PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1979

Public Law 94-482: Subpart 2
InstructionalLevel: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	AGRICULTURAL EDUCATION				
01.0100	Agricultural Production	8821	233,925	807,086	232,458
01.0200	Agricultural Sales & Services	88	3,056	19,092	4,168
01.0300	Agricultural Mechanics	2064	24,451	341,927	69,923
01.0400	Agricultural Products	78	3,056	17,357	3,705
01.0500	Ornamental Horticulture	2251	4,467	253,408	50,474
01.0600	Natural Resources	146	-0-	22,564	2,315
01.0700	Forestry	630	7,288	20,828	9,724
	DISTRIBUTIVE EDUCATION				
04.0000	Distributive Education	6131	62,601	883,122	202,714
04.0100	Fashion Merchandising	208	2,123	29,949	6,874
	HEALTH OCCUPATIONS				
07.0302	Practical Nursing - Phase I	400	32,209	31,242	19,912
07.0303	Nursing Assistant (Aide)	326	-0-	71,163	5,094
07.9900	Health Occupations	1400	74,527	149,268	18,986
	OCCUPATIONAL HOME ECONOMICS				
09.0201	Child Care Services	958	41,378	253,408	25,932
09.0202	Clothing Services	240	-0-	34,713	7,409
09.0203	Food Services	1558	58,540	321,099	64,829
09.0204	Housing & Home Furnishing Services	208	8,699	53,806	5,557
09.0205	Institutional & Home Management Serv.	167	8,699	53,806	5,557
	OFFICE OCCUPATIONS				
14.0100	Accounting Major	3972	30,563	756,752	179,206
14.0202	Keypunch Major	62	470	13,885	3,241
14.0299	Data Processing Major	139	940	26,035	6,483
14.0300	Clerical Major	26038	58,776	4,347,853	875,190
14.0700	Stenographic Major	5085	30,090	1,282,660	281,079
14.9900	Senior Intensified Program	239	46,080	-0-	15,281
	TRADE AND INDUSTRIAL EDUCATION				
17.0100	Air Conditioning, Refrigeration and Heating	1690	80,170	380,112	133,362
17.0200	Appliance Repair	118	18,573	65,956	34,267
17.0301	Automotive Body Repair	1072	44,434	211,752	59,735
17.0302	Automotive Mechanics	4038	231,105	843,536	247,739
17.0399	Automotive Services	99	-0-	19,092	3,241
17.0600	Business Machine Maintenance	93	-0-	62,484	10,187
17.0700	Commercial Art	60	-0-	29,506	6,483
17.1001	Building Construction	3768	160,575	682,118	225,049
17.1002	Electricity	2685	184,320	664,761	184,299
17.1004	Masonry	3247	57,365	753,281	164,851
17.1004	Tilesetting	-	-0-	-0-	-0-
17.1005	Painting and Decorating	71	-0-	55,541	12,040
17.1007	Plumbing & pipefitting	696	17,633	126,704	45,380
17.1300	Drafting	1288	47,256	246,465	72,701
17.1500	Electronics	528	40,908	237,787	38,434
17.1503	Radio and Television Repair	153	26,567	22,564	14,818
17.1900	Graphic Communications	1328	52,193	241,258	64,829
17.2300	Metalworking and Fabrication		-0-	-0-	-0-
17.2302	Machine Shop	1482	42,554	279,443	78,721
17.2305	Sheet Metal	250	2,821	52,070	21,301
17.2306	Welding	1915	120,137	282,914	124,564

TABLE 21 (continued)
PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1979

Public Law 94-482: Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL.[1/]	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	TRADE AND INDUSTRIAL EDUCATION CONT.				
17.2601	Barbering				
17.2602	Cosmetology	1284	68,885	227,373	60,198
17.3100	Small Engine Repair	758	27,272	95,462	35,193
17.3300	Textiles	788	-0-	79,841	19,912
17.3302	Tailoring	102	18,103	-0-	10,651
17.3399	Industrial Sewing	2013	19,749	295,064	62,977
17.3601	Cabinet Making	132	-0-	55,541	-0-
17.9900	T & I Other	430	-0-	126,704	24,542
99.0000	PREVOCATIONAL EDUCATION	17627	30,526	1,641,518	610,621
99.0400	INDUSTRIAL ARTS	5835			
	SPECIAL PROGRAMS				
	Disadvantaged (20%)	(12370)			
	Handicapped	(3687)			
	Disadvantaged (Subpart 4)	(1000)			
	Cooperative	(7479)			
	Workstudy	(150)			

NOTE:

Parenthesis () indicates duplicated enrollments, students have been reported previously by appropriate O.E. codes.

[1/] Enrollments are in Area Vocational Centers and Comprehensive High Schools

TABLE 22

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: Provide vocational education training for secondary students during FY 79 to meet the manpower needs in South Carolina.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Provide financial assistance to LEA's to establish occupational programs for 57% of the total enrollment of student population in Grades 9-12 by the completion of the 1978-79 school year.	1,992,514	15,513,435	4,008,108	1.1 The Office of Vocational Education will support the provision of teachers, equipment, supplies, and travel to all eligible LEA's through basic grants to meet the manpower needs of South Carolina.

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: To enhance the quality of vocational education in South Carolina.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
2. Provide information and assistance to 100% of the vocational instructors which is designed to help establish and maintain the operation of effective programs during FY 79.				2.1 The program section Staff will develop, publish and disseminate staff newsletters/bulletins to provide information to teachers/administrators relative to the development of vocational education programs to meet manpower needs in South Carolina.
				2.2 Selected committees will review and recommend textbooks for adoption.
				2.3 The Vocational Education State staff will review and make recommendations for the approval of equipment lists for new and/or expanding vocational education programs.
				2.4 The Vocational Education staff will assist LEA's in developing their local district plans to aid in the development of quality programs.
				2.5 The Vocational Education State staff will review and make recommendations for the approval of vocational facilities throughout the State and assist local school districts in the planning and construction of new facilities.
				2.6 The Vocational Education State staff will assist LEA's in implementing and utilizing advisory committees in planning, upgrading and evaluating vocational education programs.
3. Provide opportunities in 15% of subject areas for student participation in competency based instructional activities during FY 79.				3.1 Disseminate to teachers in selected subject areas support materials designed to aid teachers in establishing performanced based instruction.

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: To enhance the quality of vocational education in South Carolina.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
				3.2 The Agricultural Education staff will coordinate the administration and scoring of standardized pre-tests by October 1, 1978 and post-tests by May 30, 1979, for Agricultural Mechanics, Turf and Lawn Management, Ornamental Horticulture, Agricultural Sales and Services, Forestry, and Environmental Occupations. 3.3 The Program Section Staff will conduct subject area instructional contests on district and state levels to encourage school districts to teach competencies judged to be closely related to statewide job needs and to encourage students to excel.

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: To enhance the quality of vocational education in South Carolina.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
4. Provide opportunities for in-service educational programs to improve teacher competency for 100% of the vocational teachers during FY 79.				4.1 State Supervisors of Agriculture, Home Economics, Health Occupations, Distributive Education, Trades and Industry, Office Occupations Education will plan and conduct state conferences designed to improve teacher competencies.
				4.2 In-service workshops will be conducted for vocational teachers in each service area throughout the state by State Supervisors and/or District Consultants.
				4.3 The Trade and Industrial Education district consultants will conduct a ten-hour methods course in each district for the newly employed instructors that have not taken the required methods of teaching course.
				4.4 The Office of Vocational Education will arrange with the Industrial Education Department of selected universities and colleges to operate eight (8) extension courses in convenient locations in the State for trade and industrial and health occupations instructors. At least four (4) courses will be completed by Dec. 31, 1978 and the remainder by June 30, 1979.
				4.5 The Office of Vocational Education staff in cooperation with University Teacher Education staffs will provide extension courses or workshops to upgrade teacher competencies in content areas.

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: To enhance the quality of vocational education in South Carolina.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			ACTIVITIES
	FEDERAL	STATE	LOCAL	
5. Provide in-service education to implement performance based instruction in 15% of the vocational programs in South Carolina.				5.1 The Office of Vocational Education will disseminate and provide in-service for support materials for V-TECS catalogs of Performance Objectives, Criterion-Referenced Measures and Performance Guides.

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: Assure compliance of local vocational programs with federal and state regulations where federal and state funds are used to support the program.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			ACTIVITIES
	FEDERAL	STATE	LOCAL	
6. Provide assistance to 100% of the LEA's in the preparation of the local plan application to comply with policies and procedures for expenditures of federal and state funds during FY 79.				6.1 The Vocational Education staff will assist local education agencies in developing the local district plan to comply with the Defined Minimum Program and the State Plan for Vocational Education and will review, process, and notify the local education agency of program status.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: Vocational programs shall be relevant, of a high quality and satisfactorily meet the needs of employers and students served.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
7. Evaluate 25% of the vocational programs through on-site visits to measure the degree to which programs are operated according to the approved local plan.				7.1 The Vocational Education State staff will evaluate 25% of the vocational education programs in the State to determine the school district's effectiveness in fulfilling the objectives for vocational education as approved in the local district plan.
				7.2 The Office of Vocational Education will provide written reports of the evaluations to LEA's and the State Advisory Council.
8. By June 30, 1979, 92% of all completers available for placement will be employed.				8.1 Conduct a follow-up study of all completers and leavers to determine the extent to which they are employed in the field trained or a related field.
				8.2 Analyze all programs on the basis of employment or continued education of graduates, completers and early leavers to determine whether the programs should be modified or eliminated.

TABLE 22 (continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Annual Goal: Provide up-to-date employment training for students through cooperative education work experience programs.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			ACTIVITIES
	FEDERAL	STATE	LOCAL	
9. Increase the number of students enrolled in cooperative work experience programs by 10% during FY 79.				9.1 The Office of Vocational Education will assist LEA's in planning cooperative education programs which comply with the State Plan for Vocational Education and the Defined Minimum Program.

TABLE 22 (Continued)

SECONDARY OCCUPATIONAL VOCATIONAL ED. ANNUAL PLAN - FY 1979

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: To reduce sex discrimination and sex stereotyping in vocational education programs, and thereby furnish equal opportunities to persons of both sexes.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
10. Provide technical and support assistance to 100% of LEA's to reduce sex bias and sex stereotyping in each program area during FY 79.				10.1 The Office of Vocational Education will assist LEA's in the development of affirmative plans to reduce sex bias in all vocational education programs. 10.2 The Office of Vocational Education will review all course descriptions, curriculum materials, newsletters, recommended textbooks and recommendations for facilities to assure that sex bias and sex stereotyping have been eliminated. 10.3 Analyze all vocational education programs to determine the best way of eliminating sex bias and sex stereotyping. 10.4 Develop programs of vocational education that will encourage enrollment by the nontraditional sexes. 10.5 Plan and implement in-service and pre-service teacher workshops to help eliminate sex bias and sex stereotyping.

V. Five Year Plan (Updated) - FY 1979-1982 - Secondary Occupational Programs

The primary mission of secondary vocational education is to provide quality instructional programs in occupational education to serve all students who seek to develop knowledge, skills and attitudes necessary for employment. These programs shall be consistent with manpower needs.

The overall goal is to provide each terminal student in the secondary system with at least one salable skill and be prepared for employment. By 1982, appropriate occupational training programs shall be offered which are realistic in light of actual and anticipated opportunities for gainful employment, and which are suited to the needs, interests and abilities of all secondary students who choose them.

Overall enrollment goals for each year of the Five-Year Plan are as follows:

1977-78:	Fifty-six percent of the total enrollment of the student population in grades 9 through 12.
1978-79:	Fifty-seven percent of the total enrollment of the student population in grades 9 through 12.
1979-80:	Fifty-eight percent of the total enrollment of the student population in grades 9 through 12.
1980-81:	Sixty-one percent of the total enrollment of the student population in grades 9 through 12.
1981-82:	Sixty-three percent of the total enrollment of the student population in grades 9 through 12.

Note: Vocational enrollment includes occupational, pre-vocational, and industrial arts programs.

Table 23 indicates the projected enrollment by courses for each year of the Five Year-Plan. These enrollment projections are based on Employment Security Commission (ESC) demand projections through 1982 as indicated in Table 16. The projected secondary vocational education supply goals are also described in Table 24 by course titles and O. E. Code. In determining supply goals, the latest available placement data was used to compare the percentage of students placed in related fields to the total enrollment. Adjustments were made to reflect specific objectives designed to assist LEA's in increasing student placement in fields trained.

Table 21 (FY 1979), 25 (FY 1980), 26 (FY 1981), and 27 (FY 1982) lists the projected secondary enrollments by course title and O. E. Code, the projected allocation of funds by courses and the justification for choosing these courses.

SECONDARY VOCATIONAL FIVE-YEAR GOALS

FISCAL YEAR 1982

Specify secondary vocational education five-year goals are as follows:

1. Appropriate vocational education programs and opportunities shall exist for all secondary students in the State to meet manpower needs.

2. Vocational programs shall be relevant, of a high quality and satisfactorily meet the needs of employers and students served.

3. All federal and state supported vocational education programs shall exist in compliance with state and federal regulations.

4. Up-to-date employment training shall exist for secondary students through cooperative work experience programs.

5. Activities to eliminate sex discrimination and sex stereotyping shall be developed and carried out, thereby furnishing equal educational opportunities to persons of both sexes.

TABLE 23
PROJECTED VOCATIONAL ENROLLMENT GOALS

FISCAL YEAR 1979-1982

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education/TEC

O. E. CODE	TITLE	ACTUAL	ACTUAL	PROJECTED ENROLLMENT GOALS			
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
	AGRICULTURAL EDUCATION						
01.0100	Agricultural Production	7,923	8,378	8,821	9,161	9,501	9,842
01.0200	Agricultural Sales and Services	151	108	88	87	87	87
01.0300	Agricultural Mechanics	1,814	1,841	2,064	2,115	2,166	2,216
01.0400	Agricultural Products	218	134	78	80	82	84
01.0500	Ornamental Horticulture	1,668	1,768	2,251	2,397	2,543	2,690
01.0600	Natural Resources	133	87	146	169	192	215
01.0700	Forestry	443	340	630	654	678	702
01.0990	Agricultural Experimental	67	29	-	-	-	-
	DISTRIBUTIVE EDUCATION						
04.0000	Distributive Education	5,157	5,482	6,131	6,378	6,625	6,873
04.0100	Fashion Merchandising	111	186	208	215	222	230
04.0700	Food Services						
	HEALTH OCCUPATIONS						
07.0302	Practical Nursing - Phase I	421	386	400	400	400	400
07.0303	Nursing Assistant (Aide)	308	217	326	338	350	363
07.9900	Health Occupations	675	792	1,400	1,420	1,440	1,462
	OCCUPATIONAL HOME ECONOMICS						
09.0201	Child Care Services	634	706	958	988	1,018	1,049
09.0202	Clothing Services	86	141	240	261	282	303
09.0203	Food Services	1,302	1,513	1,558	1,620	1,680	1,743
09.0204	Housing and Home Furnishing Services	53	110	208	212	216	219
09.0205	Institutional and Home Management Services	40	126	167	184	203	220
	Experimental	69	80	-	-	-	-

TABLE 23 (Continued)
PROJECTED VOCATIONAL ENROLLMENT GOALS

FISCAL YEAR 1979-1982

Public Law 94-482, Subpart 2
Institutional Level: Secondary
Agency: Office of Vocational Education/TEC

O. E. CODE	TITLE	ACTUAL	ACTUAL	PROJECTED ENROLLMENT GOALS			
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
	OFFICE OCCUPATIONS						
14.0100	Accounting Major	2,611	3,106	3,972	4,137	4,301	4,466
14.0202	Keypunch Major	187	97	62	67	73	78
14.0299	Data Processing Major	78	18	139	144	149	155
14.0300	Clerical Major	22,759	23,404	26,038	26,629	27,220	27,812
14.0700	Stenographic Major	4,559	3,896	5,085	5,321	5,558	5,795
14.9900	Senior Intersified Program	185	222	239	269	299	330
	TRADE AND INDUSTRIAL EDUCATION						
17.0100	Air Conditioning, Refrigeration, and Heating	1,247	1,405	1,690	1,756	1,821	1,887
17.0200	Appliance Repair	163	135	118	139	160	180
17.0301	Automotive Body Repair	980	1,185	1,072	1,138	1,204	1,270
17.0302	Automotive Mechanics	3,750	3,816	4,038	4,187	4,336	4,484
17.0399	Automotive Services	69	94	99	107	115	124
17.0600	Business Machine Maintenance	89	67	93	93	93	94
17.0700	Commercial Art	53	60	60	60	60	60
17.1001	Building Construction	3,661	3,836	3,768	3,853	3,938	4,023
17.1002	Electricity	2,762	2,577	2,685	2,736	2,787	2,838
17.1004	Masonry	3,212	3,245	3,247	3,237	3,242	3,233
17.1004	Tilesetting	40	43				
17.1005	Painting and Decorating	55	57	71	84	97	110
17.1007	Plumbing and Pipefitting	601	704	696	716	737	758
17.1300	Drafting	948	1,152	1,288	1,354	1,420	1,486
17.1400	Electrical Occupations	-	4	-	-	-	-
17.1500	Electronics	429	435	528	557	585	614
17.1503	Radio and Television Repair	116	70	153	156	159	161
17.1600	Fabric Maintenance	-	4	-	-	-	-

TABLE 23 (Continued)
PROJECTED VOCATIONAL ENROLLMENT GOALS

FISCAL YEAR 1979-1982

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education/TEC

O. E. CODE	TITLE	ACTUAL	PROJECTED ENROLLMENT GOALS				
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
	TRADE AND INDUSTRIAL EDUCATION CONT.						
17.1900	Graphic Communications	1,118	1,214	1,328	1,373	1,418	1,463
17.2302	Machine Shop	1,114	1,189	1,482	1,518	1,554	1,591
17.2304	Metalworking and Fabrication	4	53	-	-	-	-
17.2305	Sheet Metal	136	211	250	287	324	360
17.2306	Welding	1,635	1,728	1,915	1,928	1,942	1,956
17.2601	Barbering		58				
17.2602	Cosmetology	982	1,104	1,284	1,334	1,384	1,435
17.3100	Small Engine Repair	781	713	758	775	792	810
17.3300	Textiles	676	665	788	821	854	888
17.3302	Tailoring	135	102	102	103	104	106
17.3399	Industrial Sewing	1,912	1,996	2,013	2,079	2,146	2,213
17.3400	Leatherworking						
17.3601	Cabinet Making	171	222	132	134	136	139
17.9900	Trade and Industrial Experimental	355	781	-	-	-	-
	Diversified Occupations		35				
	Other Occupational	1,900					
99.0000	Prevocational Education	21,310	20,848	17,627	18,023	18,419	18,816
99.0400	Industrial Arts	5,645	7,399	5,835	5,836	5,836	5,836
	SPECIAL PROGRAMS						
	Disadvantaged (20%)	(7,384)		(12,370)	(12,600)	(12,600)	(12,600)
	Handicapped	(3,464)		(3,687)	(4,000)	(4,000)	(4,000)
	Disadvantaged (Subpart 4)	(1,568)		(1,000)	(1,000)	(1,000)	(1,000)
	Cooperative	(6,587)	(6,808)	(7,479)	(7,733)	(7,987)	(8,243)
	Workstudy	(350)	(166)	(150)	(150)	(150)	(150)
NOTE:	Parenthesis () indicated duplicated enrollments. Students have been reported previously by appropriate O. E. codes.						

TABLE 24

PROJECTED VOCATIONAL SUPPLY GOALS

Public Law 94-482 - Subpart 2
Instruction Level: Secondary
Agency: Office of Vocational Education

FISCAL YEAR 1982

O.E. CODE	TITLE	SUPPLY		FY 1982 PROJECTED DEMAND
		FY 1979	FY 1982	
	AGRICULTURAL EDUCATION			
01.0100	Agricultural Production	335	379	610
01.0200	Agricultural Sales & Services	6	6	50
01.0300	Agricultural Mechanics	169	182	50
01.0400	Agricultural Products	2	1	30
01.0500	Ornamental Horticulture	128	153	650
01.0600	Natural Resources	20	12	20
01.0700	Forestry	54	60	60
	DISTRIBUTIVE EDUCATION			
04.0000	Distributive Education	624	687	8,770
04.0100	Fashion Merchandising			
	HEALTH OCCUPATIONS			
07.0302	Practical Nursing - Phase I	172	182	680
07.0303	Nursing Assistant (Aide)	53	60	970
07.9900	Health Occupations	80	84	INA
	OCCUPATIONAL HOME ECONOMICS			
09.0201	Child Care Services	91	100	860
09.0202	Clothing Services	4	5	270
09.0203	Food Services	105	117	140
09.0204	Housing & Home Furnishing Services	14	20	INA
09.0205	Institutional & Home Management Servs.	15	20	990
	OFFICE OCCUPATIONS			
14.0100	Accounting Major	177	199	1,430
14.020201	Keypunch Major	6	7	60
14.0299	Data Processing Major	22	25	190
14.0300	Clerical Major	526	562	2,050
14.0700	Stenographic Major	178	203	3,580
14.9900	Senior Intensified Program	34	47	130
	TRADE AND INDUSTRIAL EDUCATION			
17.0100	Air Cond., Refrigeration & Heating	117	131	290
17.0200	Appliance Repair	3	5	100
17.0301	Automotive Body Repair	107	127	120
17.0302	Automotive Mechanics	356	395	700
17.0399	Automotive Services	8	7	INA
17.0600	Business Machine Maintenance	7	6	80
17.0700	Commercial Art	1	1	50
17.1001	Building Construction	341	364	1,430
17.1002	Electricity	192	203	520
17.1004	Masonry	242	241	380
17.1004	Tilesetting			
17.1005	Painting and Decorating	5	8	710
17.1007	Plumbing and Pipefitting	50	54	410
17.1300	Drafting	53	93	150
17.1500	Electronics	22	25	590
17.1503	Radio and Television Repair			
17.1900	Graphic Communications	80	105	140
17.2300	Metalworking and Fabrication			
17.2302	Machine Shop	155	167	330
17.2305	Sheet Metal	31	45	100
17.2306	Welding	153	156	530

TABLE 24 (Continued)

PROJECTED VOCATIONAL SUPPLY GOALS

Public Law 94-482 - Subpart 2
Instruction Level: Secondary
Agency: Office of Vocational Education

O.E. CODE	TITLE	SUPPLY		FY 1982 PROJECTED DEMAND
		FY 1979	FY 1982	
	TRADE AND INDUSTRIAL EDUCATION CONT.			
17.2601	Barbering	—	--	50
17.2602	Cosmetology	141	157	310
17.3100	Small Engine Repair	31	33	40
17.3300	Textiles	85	96	300
17.3302	Tailoring	11	12	60
17.3399	Industrial Sewing	219	240	1,340
17.3601	Cabinet Making	13	14	70
	Note: Parenthesis () indicates duplicated demand previously reported by appropriate O.E. codes.			

TABLE 25

PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1980

Public Law 94-482: Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	1/ ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	AGRICULTURAL EDUCATION				
01.0100	Agricultural Production	9161	245,621	847,440	244,081
01.0200	Agricultural Sales & Services	87	3,209	20,047	4,376
01.0300	Agricultural Mechanics	2115	25,674	359,023	73,419
01.0400	Agricultural Products	80	3,209	18,225	3,890
01.0500	Ornamental Horticulture	2397	4,690	266,078	52,998
01.0600	Natural Resources	169	-0-	23,692	2,431
01.0700	Forestry	654	7,652	21,869	10,210
	DISTRIBUTIVE EDUCATION				
04.0000	Distributive Education	6378	65,731	927,278	212,850
04.0100	Fashion Merchandising	215	2,229	31,447	7,218
	HEALTH OCCUPATIONS				
07.0302	Practical Nursing - Phase I	400	33,820	32,804	20,908
07.0303	Nursing Assistant (Aide)	338	-0-	74,721	5,349
07.9900	Health Occupations	1420	78,253	156,731	19,935
	OCCUPATIONAL HOME ECONOMICS				
09.0201	Child Care Services	988	43,447	266,078	27,229
09.0202	Clothing Services	261	-0-	36,449	7,780
09.0203	Food Services	1620	61,467	337,154	68,071
09.0204	Housing & Home Furnishing Services	212	9,134	56,496	5,835
09.0205	Institutional & Home Management Serv.	184	9,135	56,496	5,835
	OFFICE OCCUPATIONS				
14.0100	Accounting Major	4137	32,091	794,590	188,166
14.0202	Keypunch Major	67	494	14,579	3,403
14.0299	Data Processing Major	144	987	27,337	6,807
14.0300	Clerical Major	26629	61,715	4,565,246	918,950
14.0700	Stenographic Major	5321	31,595	1,346,793	295,133
14.9900	Senior Intensified Program	269	48,384	-0-	16,045
	TRADE AND INDUSTRIAL EDUCATION				
17.0100	Air Conditioning, Refrigeration and Heating	1756	84,179	399,118	140,030
17.0200	Appliance Reapir	139	19,502	69,254	35,980
17.0301	Automotive Body Repair	1138	46,656	222,340	62,722
17.0302	Automotive Mechanics	4187	242,660	885,713	260,126
17.0399	Automotive Services	107	-0-	20,047	3,403
17.0600	Business Machine Maintenance	93	-0-	65,608	10,696
17.0700	Commercial Art	60	-0-	30,981	6,807
17.1001	Building Construction	3853	168,604	716,224	236,302
17.1002	Electricity	2736	193,536	697,999	193,514
17.1004	Masonry	{3237	60,233	790,945	173,094
17.1004	Tilesetting		-0-	-0-	-0-
17.1005	Painting and Decorating	84	-0-	58,318	12,642
17.1300	Drafting	1354	49,619	253,321	76,336
17.1500	Electronics	557	42,953	249,676	40,356
17.1503	Radio and Television Repair	156	27,895	23,692	15,559
17.1900	Graphic Communications	1373	54,803	253,321	68,071
17.2300	Metalworking and Fabrication	-	-0-	-0-	-0-
17.2302	Machine Shop	1518	44,682	293,415	82,657
17.2305	Sheet Metal	287	2,962	54,674	22,366
17.2306	Welding	1928	126,144	297,060	130,792

TABLE 25 (continued)
PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1980

Public Law 94-482: Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL. 1/	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	TRADE AND INDUSTRIAL EDUCATION CONT.				
17.2501	Barbering				
17.2602	Cosmetology	1334	72,329	238,742	63,208
17.3100	Small Engine Repair	775	28,636	100,235	36,953
17.3300	Textiles	821	-0-	83,833	20,908
17.3302	Tailoring	103	19,008	-0-	11,184
17.3399	Industrial Sewing	2079	20,737	309,817	66,126
17.3601	Cabinet Making	134	-0-	58,318	-0-
17.9900	T & I Other	-	-0-	133,039	25,769
99.0000	PREVOCATIONAL EDUCATION	18023	32,052	1,723,594	641,152
99.0400	INDUSTRIAL ARTS	5836			
	SPECIAL PROGRAMS				
	Disadvantaged (20%)	(12600)			
	Handicapped	(4000)			
	Disadvantaged (Subpart 4)	(1000)			
	Cooperative	(7479)			
	Workstudy	(150)			

NOTE:

Parenthesis () indicates duplicated enrollments, students have been reported previously by appropriate O.E. codes.

1/Enrollments are in Area Vocational Centers and Comprehensive High Schools

TABLE 26
PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1981

Public Law 94-482: Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	1/ ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	AGRICULTURAL EDUCATION				
01.0100	Agricultural Production	9501	257,902	889,812	256,285
01.0200	Agricultural Sales & Services	87	3,369	21,049	4,595
01.0300	Agricultural Mechanics	2166	26,957	376,975	77,090
01.0400	Agricultural Products	82	3,369	19,136	4,085
01.0500	Ornamental Horticulture	2543	4,925	279,382	55,648
01.0600	Natural Resources	192	-0-	24,877	2,552
01.0700	Forestry	678	8,035	22,963	10,721
	DISTRIBUTIVE EDUCATION				
04.0000	Distributive Education	6625	69,018	973,642	223,492
04.0100	Fashion Merchandising	222	2,341	33,019	7,579
	HEALTH OCCUPATIONS				
07.0302	Practical Nursing - Phase I	400	35,510	34,444	21,953
07.0303	Nursing Assistant (Aide)	350	-0-	78,457	5,616
07.9900	Health Occupations	1440	82,166	164,568	20,932
	OCCUPATIONAL HOME ECONOMICS				
09.0201	Child Care Services	1018	45,619	279,382	28,590
09.0202	Clothing Services	282	-0-	38,271	8,168
09.0203	Food Services	1680	64,540	354,012	71,474
09.0204	Housing & Home Furnishing Services	216	9,591	59,321	6,127
09.0205	Institutional & Home Management Serv.	203	9,591	59,321	6,127
	OFFICE OCCUPATIONS				
14.0100	Accounting Major	4301	33,696	834,319	197,575
14.0202	Keypunch Major	73	518	15,308	3,573
14.0299	Data Processing Major	149	1,036	28,704	7,148
14.0300	Clerical Major	27220	64,801	4,793,508	964,897
14.0700	Stenographic Major	5558	33,174	1,414,133	309,890
14.9900	Senior Intensified Program	299	50,803	-0-	16,847
	TRADE AND INDUSTRIAL EDUCATION				
17.0100	Air Conditioning, Refrigeration and Heating	1821	88,387	419,074	147,032
17.0200	Appliance Repair	160	20,477	72,717	37,779
17.0301	Automotive Body Repair	1204	48,989	233,457	65,858
17.0302	Automotive Mechanics	4336	254,793	929,998	273,132
17.0399	Automotive Services	115	-0-	21,049	3,573
17.0600	Business Machine Maintenance	93	-0-	68,889	11,231
17.0700	Commercial Art	60	-0-	32,530	7,148
17.1001	Building Construction	3938	177,034	752,035	248,117
17.1002	Electricity	2787	203,213	732,899	203,190
17.1004	Masonry	3242	63,245	830,492	181,748
17.1004	Tilesetting		-0-	-0-	-0-
17.1005	Painting and Decorating	97	-0-	61,234	13,274
17.1007	Plumbing & Pipefitting	737	19,440	139,691	50,031
17.1300	Drafting	1420	52,100	265,987	80,153
17.1500	Electronics	585	45,101	262,160	42,374
17.1503	Radio and Television Repair	159	29,290	24,877	16,377
17.1900	Graphic Communications	1418	57,543	265,987	71,474
17.2300	Metalworking and Fabrication		-0-	-0-	-0-
17.2302	Machine Shop	1554	46,916	308,086	86,790
17.2305	Sheet Metal	324	3,110	57,407	23,484
17.2306	Welding	1942	132,451	311,913	137,332

TABLE 26 (continued)

PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1981

Public Law 94-482: Subpart 3
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL. 1/	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	TRADE AND INDUSTRIAL EDUCATION CONT.				
17.2601	Barbering				
17.2602	Cosmetology	1384	75,946	250,679	66,368
17.3100	Small Engine Repair	792	30,067	105,247	38,800
17.3300	Textiles	854	-0-	88,025	21,953
17.3302	Tailoring	104	19,959	-0-	11,743
17.3399	Industrial Sewing	2146	21,773	325,308	69,432
17.3601	Cabinet Making	136	-0-	61,234	-0-
17.9900	T & I Other	-	-0-	139,691	27,058
99.0000	PREVOCATIONAL EDUCATION	18419			
99.0400	INDUSTRIAL ARTS	5836	33,655	1,809,774	673,210
	SPECIAL PROGRAMS				
	Disadvantaged (20%)	(12600)			
	Handicapped	(4000)			
	Disadvantaged (Subpart 4)	(1000)			
	Cooperative	(7987)			
	Workstudy	(150)			

NOTE:

Parenthesis () indicates duplicated enrollments, students have been reported previously by appropriate O.E. codes.

1/Enrollments are in Area Vocational Centers and Comprehensive High Schools

TABLE 27

PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1982

Public Law 94-482: Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	1/ ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	AGRICULTURAL EDUCATION				
01.0100	Agricultural Production	9842	270,797	934,303	269,099
01.0200	Agricultural Sales & Services	87	3,538	22,101	4,825
01.0300	Agricultural Mechanics	2218	28,305	395,823	80,945
01.0400	Agricultural Products	84	3,538	20,093	4,289
01.0500	Ornamental Horticulture	2690	5,171	293,351	58,430
01.0600	Natural Resources	215	-0-	26,121	2,680
01.0700	Forestry	702	8,437	24,111	11,257
	DISTRIBUTIVE EDUCATION				
04.0000	Distributive Education	6873	72,468	1,022,324	234,667
04.0100	Fashion Merchandising	230	2,458	34,670	7,958
	HEALTH OCCUPATIONS				
07.0302	Practical Nursing - Phase I	400	37,286	36,167	23,051
07.0303	Nursing Assistant (Aide)	363	-0-	82,380	5,897
07.9900	Health Occupations	1462	86,274	172,796	21,979
	OCCUPATIONAL HOME ECONOMICS				
09.0201	Child Care Services	1049	47,900	293,351	30,020
09.0202	Clothing Services	303	-0-	40,185	8,577
09.0203	Food Services	1743	67,767	371,712	75,048
09.0204	Housing & Home Furnishing Services	219	10,070	62,287	6,433
09.0205	Institutional & Home Management Serv.	220	10,070	62,287	6,433
	OFFICE OCCUPATIONS				
14.0100	Accounting Major	4466	35,381	876,035	207,453
14.020201	Keypunch Major	78	544	16,074	3,752
14.0299	Data Processing Major	155	1,088	30,139	7,505
14.0300	Clerical Major	27812	68,041	5,033,183	1,013,142
14.0700	Stenographic Major	5795	34,833	1,484,839	325,384
14.9900	Senior Intensified Program	330	53,343	-0-	17,690
	TRADE AND INDUSTRIAL EDUCATION				
17.0100	Air Conditioning, Refrigeration and Heating	1887	92,807	440,027	154,383
17.0200	Appliance Repair	180	21,501	76,352	39,668
17.0301	Automotive Body Repair	1270	51,438	245,129	69,151
17.0302	Automotive Mechanics	4484	267,533	976,498	286,789
17.0399	Automotive Services	124	-0-	22,101	3,752
17.0600	Business Machine Maintenance	94	-0-	72,333	11,793
17.0700	Commercial Art	60	-0-	34,157	7,505
17.1001	Building Construction	4023	185,886	789,637	260,522
17.1002	Electricity	2838	213,373	769,544	213,349
17.1004	Masonry	3233	66,407	872,017	190,836
17.1004	Tilesetting		-0-	-0-	-0-
17.1005	Painting and Decorating	110	-0-	64,296	13,938
17.1007	Plumbing & Pipefitting	758	20,412	146,676	52,533
17.1300	Drafting	1486	54,705	279,286	84,161
17.1500	Electronics	614	47,356	275,268	44,492
17.1503	Radio and Television Repair	161	30,755	26,121	17,154
17.1900	Graphic Communications	1463	60,420	279,286	75,048
17.2300	Metalworking and Fabric ation	-	-0-	-0-	-0-
17.2302	Machine Shop	1591	49,262	323,490	91,129
17.2305	Sheet Metal	360	3,266	60,278	24,659
17.2306	Welding	1956	139,074	327,508	144,198

TABLE 27 (continued)
PROJECTED SECONDARY ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1982

Public Law 94-482: Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL. 1/	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	TRADE AND INDUSTRIAL EDUCATION CONT.				
17.2601	Barbering				
17.2602	Cosmetology	1435	97,743	263,213	69,687
17.3100	Small Engine Repair	810	31,571	110,509	40,740
17.3300	Textiles	888	-0-	92,426	23,051
17.3302	Tailoring	106	20,957	-0-	12,330
17.3399	Industrial Sewing	2213	22,862	341,574	72,904
17.3601	Cabinet Making	139	-0-	64,296	-0-
17.9900	T & I Other	-	-0-	146,676	28,410
99.0000	**PREVOCATIONAL EDUCATION**	18816	35,338	1,900,262	706,870
99.0400	**INDUSTRIAL ARTS**	5836			
	SPECIAL PROGRAMS				
	Disadvantaged (20%)	(12600)			
	Handicapped	(4000)			
	Disadvantaged (Subpart 4)	(1000)			
	Cooperative	(8243)			
	Workstudy	(150)			

NOTE:

Parenthesis () indicates duplicated enrollments, students have been reported previously by appropriate O.E. codes.

1/Enrollments are in Area Vocational Centers and Comprehensive High Schools

POST-SECONDARY VOCATIONAL TECHNICAL EDUCATION AND ADULT VOCATIONAL EDUCATION

POST-SECONDARY VOCATIONAL, TECHNICAL EDUCATION
AND
ADULT VOCATIONAL EDUCATION

POST-SECONDARY AND ADULT VOCATIONAL PROGRAMS ADMINISTERED BY THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

The Technical Education system in South Carolina provides a variety of post-secondary and adult education programs in 16 technical colleges/centers strategically located across the State within 35 miles commuting distance of approximately 95% of the State's population. Through these institutions the programs are carried out through the following vocational cluster areas:

- Agriculture
- Allied Health
- Business
- Engineering
- Industrial/Occupational
- Public Services
- Continuing Education (Adult Supplemental)

I. Philosophy

The primary purpose of Technical Education curriculum clusters is to prepare students with the skills and knowledge (competencies) for employment entry and to foster students' abilities to adapt and progress on that job. The Technical Education (TEC) programs are designed to fulfill the identified labor market demands as identified by special surveys and Employment Security Commission research data. Programs are designed to help each student develop toward the fullest potential. Supplemental assistance is provided (developmental studies, guidance, financial services, etc.) to remove any barriers to success. These programs are available to all adults and out-of-school youth (over 16 years of age) without regard to race, sex, socio-economic status or any other barriers or potential areas of discrimination.

The Adult Continuing Education (supplemental) training is provided for the purpose of meeting the upgrading and updating occupational needs of employed adults and out-of-school youth and, retraining the unemployed and those seeking job change. Normally, short-unit, intensified, non-credit training is provided for this purpose.

II. Policy Statements

1. Post-secondary vocational-technical programs administered by The State Board for Technical and Comprehensive Education shall, in its open door policy, be subject to review and accreditation by the appropriate licensing agencies and/or certification boards.

2. Federal funds allocated under Public Law 94-482 for Post-secondary vocational-technical programs shall, as a minimum, be matched on a 50% basis with State and/or local monies.

3. Post-secondary vocational-technical programs under the authority of the State Board for Technical and Comprehensive Education, shall be offered by any of its sixteen institutions subject to State procedures.

4. The TEC Board has the responsibility to efficiently and effectively provide post-secondary vocational-technical programs throughout the State.

5. The allocation of available financial resources shall be made to eligible recipients on the basis of identified occupational needs and availability of clinical and/or other appropriate support services within the local employment area.

6. Statewide planning of post-secondary vocational-technical programs administered under the State Board for Technical and Comprehensive Education, shall be the primary basis for developing the local application in a uniform and equitable manner.

7. The Local Application shall contain an employment needs assessment relative to post-secondary occupations.

8. The Local Application shall describe how planned programs to be conducted relate to programs conducted under the Comprehensive Employment and Training Act of 1973 and other programs which are supported by State or local funds.

9. Local Applications shall be developed in consultation with representatives of the educational and training resources available, and with the local advisory council required to be established under Public Law 94-482.

10. The Local Application shall require that measurable objectives be stated for each post-secondary vocational technical program proposed by the applicant.

11. During the five year period of the State Plan, on-site evaluations of all post-secondary vocational-technical programs shall be conducted by representatives of the State Board for Technical and Comprehensive Education and other appropriate licensing agencies and/or certification boards.

12. Each Post-secondary vocational-technical program shall be evaluated by the State Board for Technical and Comprehensive Education to determine the extent to which program completers and leavers (a) find employment in occupations related to their training, and (b) are considered by their employers to be well trained and prepared for employment.

13. The State Board for Technical and Comprehensive Education shall provide technical and support services to the Technical Education Institutions to insure educational accountability.

14. Equal access to post-secondary vocational-technical programs shall be provided to both women and men, without regard to race or other potential areas of discrimination. In addition, the enrollment of both women and men in non-traditional programs of study shall be encouraged.

15. Local Applications for new post-secondary vocational-technical programs or revised programs must meet the established criteria and standards of appropriate State governing boards.

16. Evaluation of Program Effectiveness

    a. The State Board for Technical and Comprehensive Education shall require an annual evaluation by each of the 16 institutions of its programs against standard system criteria.

    b. The State office staff, through an internal audit team, shall make routine audit evaluation of the TEC institution and program operation, by a sampling technique. Where questions arise about an institution or its programs, an audit evaluation may be made at any time.

    c. The Technical Education System will cooperate with the State Advisory Council in its responsibility to evaluate vocational programs in the State.

    d. Program effectiveness is evaluated through a follow-up of dropouts and graduates in successful job placement in occupations or related occupations for which trained, and by those continuing in further training.

17. Technical and Support Assistance shall be provided by the State Office Staff for Technical Education to the 16 Technical Colleges/Centers.

    a. This assistance is provided through the following divisions:

       Administrative Divisions of The State Board for Technical and Comprehensive Education; development - public information and relations, education services - curriculum, continuing education, educational technology and student services, financial services - planning and budgeting, industrial program services and equipment control, manpower program services (CETA Programs), planning evaluation and management information.

    b. State Office staff is available to work with the area technical college/center staff in relation to any area of planning or need.

    c. Assistance is provided in the coordination and articulation of programs between technical education centers and the secondary schools and between TEC and other higher education institutions.

FY 1979

ANNUAL PROGRAM PLAN

223

TEC ANNUAL PLAN OBJECTIVES
FY 1979

1. The State Board for Technical and Comprehensive Education will provide training in 153 post-secondary technical-vocational curricula for 60,177 students in FY 1979 in sixteen institutions strategically located throughout the State.

2. The State Board for Technical and Comprehensive Education will maintain in FY 1979 in all sixteen TEC institutions an open door admissions policy which will provide out-of-school youth access to post-secondary technical-vocational training programs.

3. The State Board for Technical and Comprehensive Education will provide technical-vocational retraining or job skill upgrading to 53,680 adults in FY 1979 through the Continuing Education programs in the sixteen TEC institutions.

4. The State Board for Technical and Comprehensive Education in cooperation with industrial leaders and institutional curriculum advisory committees will continually seek to identify new manpower needs and will provide support to develop innovative programs to train students for these occupations.

5. The State Board for Technical and Comprehensive Education will continue a study in FY 1979 designed to evaluate the effects of sex bias and sex stereotyping in the TEC technical-vocational training programs and to provide strategies for correcting any problems identified by the study.

6. The State Board for Technical and Comprehensive Education will provide in FY 1979 technical-vocational training programs for ninety-five percent of the State's population in sixteen TEC institutions located throughout the State within thirty-five minutes' commuting time.

7. The State Board for Technical and Comprehensive Education will continue in FY 1979 a comprehensive post-secondary technical vocational planning effort by consulting with the Office of State Planning, the State Advisory Council for Vocational and Technical Education; the South Carolina Department of Education, Office of Vocational Education; the South Carolina Commission on Higher Education; the Office of the Governor, Manpower Division; and other governmental agencies and organizations in developing and implementing technical/vocational education programs. The State TEC Board will also continue the development of regional articulation agreements between vocational education centers and TEC institutions.

8. The State Board in FY 1979 will implement a program evaluation process developed in FY 1978 and evaluate all degree and diploma programs' productivity.

RATIONALE: Post-secondary Enrollments and Expenditures

Current legislation supporting the South Carolina System of Technical Education mandates that occupational and technical training be provided to South Carolina's citizens to meet the manpower requirements in the state's workforce. Historic trends of increased industrialization support Vocational Education's projection of shortages in trained manpower in many areas. Projections for FY 1979 to FY 1982 range from a shortage of more than 50,000 trained persons in the Business/Distribution area to more than 200 in Engineering related areas. For all areas, projected manpower shortages total in excess of 100,000 persons.

Within the limits of its resources the State TEC System will remain committed to providing training manpower to support industrial development in South Carolina, and will continue to offer high quality occupational programs to reduce projected manpower shortages.

TABLE 28

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1979

Public Law 94-482, Sec. 102(a)
Instruction Level: Post-Secondary
Agency: State Board for Technical and
Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	Agriculture				
	Associate Degree Programs				
01.0300	Ag. Chem. & Mech. Tech.	35	1,041	30,947	15,545
01.0100	Agronomy	154	3,272	97,295	48,872
01.0101	Animal Health Tech.	46	1,499	44,604	22,405
01.0101	Animal & Plant Science	125	2,085	62,006	31,146
01.0101	Animal Science	38	1,255	37,321	18,747
01.0700	Forestry	75	1,415	42,075	21,135
01.0506	Golf Course Management	53	1,110	32,992	16,572
01.0500	Horticulture Tech.	160	2,630	78,194	39,27
01.0500	Pomology	53	933	27,763	13,945
	Diploma Programs				
01.0500	Horticulture	92	1,937	57,625	28,945
01.0200	Farm Coop	44	613	18,218	9,151
	Business				
	Associate in Business				
14.0100	Accounting	2,982	38,497	1,144,799	575,044
14.0100	Banking & Finance	290	2,605	77,464	38,911
14.0203	Computer Programming	531	6,959	206,959	103,958
14.0203	Data Processing	770	11,399	338,972	170,269
14.0800	General Business	3,290	42,945	1,277,096	641,49
04.1100	Hotel/Motel/Restaurant Management	190	3,659	108,814	54,659
04.1300	Insurance Management	134	1,074	31,945	16,046
14.0800	Legal Assistant Tech.	275	4,509	134,090	67,355
14.0800	Management	3,579	43,129	1,282,538	644,232
04.1200	Marketing	1,700	24,142	717,928	360,623
04.1700	Real Estate Management	63	963	28,661	14,396
14.0700	Secretarial Science	4,225	48,588	1,444,898	725,787
04.1900	Transportation Management	233	3,083	91,683	46,053
	Diploma Programs				
14.0300	Clerical Assistant	214	1,387	41,237	20,714
14.0300	Clerical Assistant		3,036	90,281	45,349
14.0200	Data Processing Assistant	6	36	1,070	538
14.0200	Data Processing Machine Operator	45	876	26,039	13,079
04.0200	Fashion Merchandising	135	2,484	73,876	37,109
14.0300	General Office	1,788	30,923	919,562	461,905
14.0700	General Secretary	440	3,766	112,000	56,259
14.0300	Medical Secretary	240	2,396	71,236	35,782
14.0700	Technical Secretary	210	4,560	135,590	68,108

TABLE 28 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1979

Public Law 94-482, Sec. 102(a)
Instruction Level: Post-Secondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Engineering				
	Associate in Engineering				
16.0103	Architectural Engineering Tech.	380	5,162	153,495	77,102
16.0105	Chemical Engineering Tech.	69	1,119	33,296	16,725
16.0106	Civil Engineering Tech (Survey)	30	586	17,417	8,749
16.0106	Civil Engineering Tech.	620	10,075	299,597	150,491
16.0107	Electrical Engineering Tech.	425	6,262	186,213	93,537
16.0109	Electro-Mechanical Eng. Tech.	106	2,019	60,037	30,157
16.0108	Electronics Eng. Tech.	1,185	20,241	601,925	302,353
17.0700	Engineering Graphics Tech.	485	8,033	238,911	120,007
16.0110	Environmental Eng. Tech.	60	1,232	36,628	18,399
16.0699	General Eng. Tech.	340	4,265	126,825	63,706
16.0111	Industrial Eng. Tech.	380	5,101	151,690	76,196
16.0113	Mechanical Eng. Tech.	600	7,892	234,688	117,886
16.0115	Nuclear Eng. Tech.	185	3,303	98,233	49,343
16.0115	Nuclear Eng. Tech. (Reactor Opr.)	60	1,045	31,078	15,611
16.0699	Safety & Health Eng. Tech.	98	2,514	74,757	37,551
	Health				
	Associate in Health Science				
07.0101	Dental Assisting	100	2,391	71,130	35,729
07.0102	Dental Hygiene	191	7,286	216,657	108,829
07.0103	Dental Laboratory Tech.	125	2,774	82,487	41,434
07.0299	Extracorporeal Circulation Tech.	20	457	13,579	6,821
07.0202	Histotechnology	18	392	11,647	5,850
07.0904	Medical Asst. Tech.	120	2,589	77,016	38,686
07.0203	Medical Laboratory Tech.	510	14,731	438,076	220,050
07.0301	Nursing	760	18,828	559,903	281,245
07.0600	Opthalmic Technology	35	634	18,870	9,479
07.0600	Optometric Technology	70	1,625	48,330	24,277
07.0402	Physical Therapy Tech. Ass't.	109	2,285	67,976	34,145
07.0501	Radiologic Technology	320	10,620	315,812	158,636
07.0903	Respiratory Therapy	265	7,384	219,577	110,296
	Diploma Programs				
07.0101	Dental Assistant	200	4,948	147,133	73,906
07.0203	Medication Technology	30	524	15,577	7,825
07.0302	Nurse - Practical - LPN	650	11,026	327,884	164,699
07.0305	Surgical Technology	270	5,831	173,402	87,102
	Industrial/Occupational				
	Associate Degrees				
17.0400	Aircraft Maintenance Tech.	50	1,508	44,847	22,527
17.0302	Automotive Technology	265	7,094	210,952	105,963
17.1001	Building Construction Tech.	80	1,743	51,823	26,031
16.0105	Chemical Technology	33	513	15,358	7,715
16.0110	Climate Control Tech.	50	1,217	36,190	18,179
17.0700	Commercial Graphics	140	2,413	71,741	36,036
16.0112	Electronic Instrumentation	90	1,416	42,087	21,141
17.1500	Electronics Technology	240	6,295	187,205	94,035
16.0699	General Technology	545	11,413	339,384	170,476
16.0111	Industrial Management	375	6,751	200,751	100,839
17.2303	Machine Tool Technology	695	13,888	413,008	207,458
16,0699	Occ. Safety & Health Technology	100	2,352	69,956	35,140
17.1500	Radio & TV Broadcasting	75	1,338	39,795	19,989
17.3300	Textile Management	400	6,545	194,641	97,770

TABLE 28 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1979

Public Law 94-482, Sec. 102(a)
Instruction Level: Post-Secondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Industrial/Occupational (continued **Associate Degrees**				
16.0699	Voc. Technical Education	85	384	11,415	5,734
16.0106	Wastewater Technology	70	1,226	36,454	18,311
04.0700	Food Service Management	80	1,651	49,089	24,658
	Diploma Programs				
17.0100	Air Conditioning	1,557	14,912	443,452	222,751
17.0100	Air Conditioning		21,399	636,358	319,649
17.0301	Auto Body Repair	487	9,393	279,328	140,309
17.1200	Auto Diesel Mechanic	175	4,092	121,672	61,117
17.0301	Auto Body Repair	-	885	25,424	12,771
17.0302	Automotive Mechanic	880	2,436	72,451	36,393
17.0302	Automotive	835	20,726	616,328	309,588
17.0302	Automotive Mechanic	-	13,525	402,213	202,036
17.2601	Barbering	70	1,731	51,479	25,859
17.1099	Boiler Maker	70	1,532	45,577	22,894
17.3601	Cabinet Making	90	1,673	49,748	24,989
17.1001	Carpentry	290	6,827	203,030	101,984
17.3399	Commercial Sewing	180	4,705	139,912	70,279
17.1099	Construction Management	110	2,405	71,509	35,920
17.2602	Cosmetology	181	4,789	142,418	71,538
17.1200	Diesel Equipment Mechanic	163	3,153	93,778	47,106
17.1200	Diesel Equipment Mechanic	-	1,150	34,202	17,180
17.1400	Electrical Install. & Maint.	51	1,453	43,200	21,700
16.0106	Engineering Aide	18	409	12,161	6,108
07.0203	Chemical Lab Assistant	25	498	14,800	7,434
04.0700	Food Service	63	1,250	37,150	18,661
17.1003	Heavy Equipment Operator	120	2,901	86,249	43,324
17.1300	Industrial Drafting	326	6,099	181,387	91,113
17.1400	Industrial Electricity	780	13,903	413,437	207,674
17.1400	Industrial Electricity	-	2,939	87,395	43,900
17.1500	Industrial Electronics	400	2,377	70,697	35,512
17.1500	Industrial Electronics	-	8,388	249,460	125,306
17.1004	Masonry	317	6,355	188,978	94,926
17.2303	Machine Tool	600	13,209	392,793	197,304
17.2305	Metal Fabrication	45	1,707	50,761	25,498
17.1007	Pipefitting	55	1,121	33,339	16,746
17.1099	Maintenance Plant Mechanics	199	4,006	119,134	59,842
17.1007	Plumbing	40	970	28,834	14,484
17.1007	Plumbing & Pipefitting	40	845	25,115	12,616
17.1900	Printing	90	2,546	75,705	38,028
17.0302	Power Mechanics	280	6,175	183,635	92,242
17.1500	Electronic Servicing Radio & TV Repair	390	3,539	105,263	52,875
17.1500	Electronic Servicing Radio & TV Repair	-	6,282	186,808	93,836
17.1400	R.C.I. Electricity	34	819	24,343	12,228
17.0200	Sewing Machine Repair	49	1,218	36,210	18,18
17.3400	Shoe Repair	50	1,185	35,258	17,71
17.3302	Tailoring	56	1,687	50,154	25,194
17.2307	Tool & Die Making	260	467	13,901	6,98
17.2307	Tool & Die Making	-	4,743	141,028	70,84
17.1003	Truck Driver	50	802	23,840	11,97
17.2100	Watchmaking	24	707	21,041	10,56
17.2306	Welding	1,775	31,864	947,557	475,96
17.2306	Welding	-	3,349	99,613	50,037

TABLE 28 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1979

Public Law 94-482, Sec. 102(a)
Instruction Level: Post-Secondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Public Service				
	Associate Degrees				
16.0605	Criminal Justice	2,840	35,616	1,059,137	532,015
16.0602	Fire Science Tech.	200	2,241	66,640	33,474
07.9900	Human Services Tech.	1,171	17,076	507,809	255,078
	Diploma Programs				
09.0201	Child Care Assistant	195	1,765	52,447	26,345
09.0201	Child Care Worker	50	1,006	29,928	15,033
	Associate in Arts/Science				
	Associate in Arts	5,812	-	1,335,818	665,216
	Associate in Science	-	-	274,159	136,527
	Career Development Objective				
	Career Development	4,000	-	384,702	191,576
	Undetermined Objective				
	Undetermined	240	-	53,778	26,781
	Total Technical Education		846,550	27,222,863	13,665,468
	Continuing Education				
	Occupational Advancement		-	2,158,922	1,075,108
	Apprenticeship		-	225,330	112,211
	Basic Studies/GED		-	904,424	450,389
	Total Continuing Education	53,680	-	3,288,676	1,637,708
Total Technical and Continuing Education Programs			846,550	30,511,539	15,303,176

FY 1979-1982

FIVE-YEAR PLAN

230

FIVE YEAR STATE PLAN
FOR
POST-SECONDARY/ADULT VOCATIONAL EDUCATION
1979-1982

1. Appropriate opportunities shall exist for vocational-technical education for post-secondary students in the State:

   TEC Five-Year Objective: The State Board for Technical and Comprehensive Education will provide training in post-secondary technical vocational curricula for 140,000 students in FY 1979-1982.

2. Adequate and appropriate opportunities in vocational education shall exist for out-of-school youth in the State:

   TEC Five-Year Objective: The State Board for Technical and Comprehensive Education will maintain in FY 1979-1982 in all sixteen TEC institutions an open door admissions policy which will provide out-of-school youth access to post-secondary technical-vocational training programs.

3. Appropriate vocational education opportunities shall exist for adults of the State to be retrained or to upgrade job skills:

   TEC Five-Year Objective: The State Board for Technical and Comprehensive Education will provide technical-vocational retraining or job skill upgrading to 130,000 adults in FY 1979-1982 through the Continuing Education programs in the sixteen TEC institutions.

4. Innovative and model programs in vocational education shall exist to meet manpower needs in new and emerging occupations:

   TEC Five-Year Objective: The State Board for Technical and Comprehensive Education in cooperation with industrial leaders and institutional curriculum advisory committees will continually seek to identify new manpower needs and will provide support to develop innovative programs to train students for these occupations.

5. The effects of sex bias and sex sterotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men:

   TEC Five-Year Objective: The State Board for Technical and Comprehensive Education in FY 1979-1982 will evaluate the effects of sex bias and sex sterotyping in the TEC technical-vocational training programs and will continue to implement programs of action to correct identified problems.

6. Vocational education programs throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served:

   TEC Five-Year Objective: The State Board for Technical and Comprehensive Education in FY 1979-1982 will support an annual Statewide graduate follow-up survey to assist in the evaluation of the need for the continuation of educational programs.

7. Relevant vocational training shall be readily accessible to all student population served in all geographical areas of the State:

TEC Five-Year Objective: The State Board for Technical and Comprehensive Education will provide in FY 1979 -1982 technical-vocational training programs in sixteen TEC institutions located throughout the State within thirty-five minutes commuting time of ninety-five percent of the State's populations.

8. A total and comprehensive planning effort for coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of vocational training to achieve articulation of vocational education programs:

TEC Five-Year Objective: The State Board for Technical and Comprehensive Education will continue in FY 1979-1982 a comprehensive post-secondary technical-vocational planning effort by consulting with the Office of State Planning, the State Advisory Council for Vocational and Technical Education; the South Carolina Department of Education, Office of Vocational Education; the South Carolina Commission on Higher Education; the Office of the Governor, Manpower Division; and other governmental agencies and organizations in developing and implementing technical-vocational education programs. The State TEC Board will also continue the development of regional articulation agreements between vocational education centers and TEC institutions.

TABLE 29

POST-SECONDARY PROJECTED ENROLLMENT GOALS (FY 1979-1982)

Public Law 94-482, Section 102(a)
INSTRUCTION LEVEL: Post-Secondary/Adult
AGENCY: State Board for Technical and
Comprehensive Education

O. E. CODE	CLUSTER - PROGRAM/TITLE		ACTUAL	PROJECTED ENROLLMENT GOALS			
			FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
	I. AGRICULTURE TECHNOLOGY						
	A. Associate Degree (P. S.)						
01.0100	Agronomy		150	154	159	164	168
01.0101	Animal Health Technology		44	46	46	46	46
01.0101	Animal & Plant Science		123	125	125	125	125
01.0101	Animal Science		37	38	39	40	41
01.0300	Ag. Chemical & Mechanization		34	35	35	35	35
01.0500	Horticulture Technology		155	160	165	170	175
01.0500	Horticulture (Pomology)		50	53	56	59	61
01.0506	Golf Course Management		51	53	55	58	58
01.0700	Forestry		70	75	80	85	90
	B. Diploma (Adult)						
01.0200	Farm Co-op		40	44	48	50	55
01.0300	Farm Machinery Technology		1	0	0	0	0
01.0500	Horticulture		90	92	94	96	98
	II. HEALTH						
	A. Associate Degree (P. S.)						
07.0101	Dental Assisting		99	100	110	120	130
07.0102	Dental Hygiene		186	191	200	210	215
07.0103	Dental Lab Tech.		113	125	130	130	135
07.0202	Histotechnology		15	18	16	20	19
07.0203	Medical Lab Tech.		505	510	520	530	540
07.0299	Extracorporeal Circ.		16	20	25	25	25
07.0301	Nursing - RN		730	760	790	820	850
07.0402	Physical Therapy Assistant		103	109	112	115	115
07.0501	Radiologic		303	320	310	305	300
07.0600	Opthalmic		35	35	35	35	35

TABLE 29 (continued)

POST-SECONDARY PROJECTED ENROLLMENT GOALS (FY 1979-1982)

Public Law 94-482, Section 102(a)
INSTRUCTION LEVEL: Post-Secondary/Adult
AGENCY: State Board for Technical and
Comprehensive Education

O. E. CODE	CLUSTER - PROGRAM/TITLE	ACTUAL	PROJECTED ENROLLMENT GOALS				
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
07.0600	Optometric		65	70	70	70	70
07.0903	Respiratory Therapy		255	265	275	290	300
07.0904	Medical Assistant Tech.		109	120	125	128	140
	B. Diploma (Adult)						
07.0101	Dental Assistant		195	200	200	200	200
07.0203	Certified Lab Assistant		1	0	0	0	0
07.0203	Medication Tech.		30	30	30	30	30
07.0302	Nurse - LPN		636	650	650	650	650
07.0305	Surgical Tech.		256	270	285	300	315
	III. PUBLIC SERVICE (P. S.)						
	A. Associate Degree						
07.9900	Human Services		1,161	1,171	1,176	1,190	1,200
16.0602	Fire Science		200	200	200	200	200
16.0605	Criminal Justice		2,820	2,840	2,860	2,880	2,900
	B. Diploma (Adult)						
09.0201	Child Care Assistant		185	195	190	200	210
09.0201	Child Care Worker		45	50	55	60	65
	IV. BUSINESS TECHNOLOGY						
	A. Associate Degree (P. S.)						
04.0700	Food Services Management		70	80	80	80	80
04.1100	Hotel-Motel Management		184	190	195	200	205
04.1200	Marketing		1,650	1,700	1,780	1,840	1,900
04.1300	Insurance Management		127	134	135	137	140
04.1700	Real Estate Management		60	63	66	69	72
04.1900	Transportation Management		230	233	236	238	240

TABLE 29 (continued)

POST-SECONDARY PROJECTED ENROLLMENT GOALS (FY 1979-1982)

Public Law 94-482, Section 102(a)
INSTRUCTION LEVEL: Post-Secondary/Adult
AGENCY: State Board for Technical and
Comprehensive Education

O. E. CODE	CLUSTER - PROGRAM/TITLE	ACTUAL	PROJECTED ENROLLMENT GOALS				
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
14.0100	Accounting		2,840	2,982	3,131	3,287	3,452
14.0100	Banking & Finance		280	290	300	310	320
14.0203	Computer Programming		506	531	556	575	600
14.0203	Data Processing		754	770	785	800	815
14.0700	Secretarial Science		4,102	4,225	4,352	4,482	4,616
14.0800	Business Administration		9	0	0	0	0
14.0800	General Business		3,242	3,290	3,330	3,370	3,410
14.0800	Legal Assistant Tech.		265	275	285	295	300
14.0800	Management		3,475	3,579	3,685	3,797	3,911
14.0800	Medical Unit Management		2	0	0	0	0
	B. Diploma (Adult)						
04.0200	Fashion Merchandising		130	135	145	160	170
14.0200	Data Processing Assistant		12	6	0	0	0
14.0200	Data Processing Machine Oper.		50	45	40	40	35
14.0300	Clerical Assistant		209	214	218	225	232
14.0300	General Office		1,720	1,788	1,860	1,935	2,012
14.0300	Medical Secretarial		231	240	250	260	270
14.0700	General Secretarial		390	440	490	530	580
14.0700	Technical Secretarial		210	210	210	210	210
	V. ENGINEERING TECHNOLOGY						
	A. Associate Degree						
16.0103	Architectural Tech.		358	380	400	420	430
16.0105	Chemical Engineering		66	69	75	80	83
16.0106	Civil Engineering (Survey)		30	30	30	30	30
16.0106	Civil Engineering Tech.		600	620	640	660	670
16.0107	Electrical Engineering		410	425	450	500	525
16.0108	Electronics Engineering		1,155	1,185	1,200	1,230	1,300

TABLE 29 (continued)

POST-SECONDARY PROJECTED ENROLLMENT GOALS (FY 1979-1982)

Public Law 94-482, Section 102(a)
INSTRUCTION LEVEL: Post-Secondary/Adult
AGENCY: State Board for Technical and
Comprehensive Education

O. E. CODE	CLUSTER - PROGRAM/TITLE	ACTUAL	PROJECTED ENROLLMENT GOALS				
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
16.0109	Electro-Mechanical		101	106	111	117	123
16.0110	Environmental Engineering		40	60	80	100	120
16.0111	Industrial Engineering		380	380	380	380	380
16.0113	Mechanical Engineering		600	600	600	600	600
16.0115	Nuclear Engineering		177	185	190	195	200
16.0115	Nuclear - Reactor Op.		60	60	60	60	60
16.0699	General Engineering		284	340	390	440	480
16.0699	Safety & Health Engineering		88	98	110	120	140
17.0700	Engineering Graphics		518	485	455	425	400
	VI. INDUSTRIAL OCCUPATIONS						
	A. Associate Degree (P. S.)						
16.0105	Chemical Tech.		36	33	25	30	25
16.0106	Wastewater Tech.		64	70	70	77	77
16.0110	Climate Control		55	50	50	50	50
16.0111	Industrial Management		346	375	400	425	450
16.0112	Electronic Instrument.		85	90	100	110	110
16.0699	General Tech.		525	545	565	585	600
16.0699	Industrial Safety & Health		90	100	110	120	130
16.0699	Vocational/Technical Education		83	85	85	100	100
17.0302	Automotive		245	265	285	300	320
17.0400	Aircraft Maintenance		47	50	50	50	60
17.1001	Building Construction		75	80	85	90	95
17.1500	Electronics Tech.		204	240	270	310	330
17.1500	Radio & TV Broadcasting		71	75	70	75	70
17.1900	Commercial Graphics		150	150	150	160	150
17.2303	Machine Tool		670	695	730	760	790
17.3300	Textile Management		390	400	410	420	430

TABLE 29 (continued)

POST-SECONDARY PROJECTED ENROLLMENT GOALS (FY 1979-1982)

Public Law 94-482, Section 102(a)
INSTRUCTION LEVEL: Post-Secondary/Adult
AGENCY: State Board for Technical and
Comprehensive Education

O. E. CODE	CLUSTER - PROGRAM/TITLE	ACTUAL	PROJECTED ENROLLMENT GOALS				
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
	B. Diploma (Adult)						
04.0700	Food Service		63	63	63	65	65
07.0203	Chemical Lab Assist.		20	25	25	25	25
16.0106	Engineering Aide		15	18	18	18	18
17.0100	Air Conditioning/Refrigeration		1,489	1,557	1,625	1,703	1,780
17.0200	Sewing Machine Repair		45	49	53	47	55
17.0301	Auto Body Repair		463	487	510	539	565
17.0302	Automotive		832	835	835	900	900
17.0302	Auto Mechanics		880	880	880	880	880
17.0302	Power Mechanics		285	280	295	280	295
17.1001	Carpentry		285	290	295	300	300
17.1003	Truck Driver		50	50	50	50	70
17.1003	Heavy Equipment Operator		117	120	125	130	130
17.1004	Masonry		317	317	327	337	347
17.1007	Plumbing & Pipefitting		122	135	140	153	160
17.1099	Boilermaking		65	70	70	75	75
17.1099	Construction Management		106	110	110	110	110
17.1099	Maintenance Mechanic		190	199	210	221	232
17.1200	Auto Diesel Mechanic		170	175	180	185	185
17.1200	Diesel Equipment Mechanic		151	163	180	200	220
17.1300	Industrial Drafting		346	326	300	290	310
17.1400	Electrical Instal. & Main.		61	61	57	61	61
17.1400	Industrial Electricity		777	780	781	777	779
17.1400	RCI Electricity		34	34	38	45	50
17.1500	Electronics Services		380	390	400	415	435
17.1500	Industrial Electronics		445	440	420	415	415
17.1900	Printing		86	90	94	99	104
17.2100	Watchmaking		20	24	21	27	24
17.2303	Machine Tool		601	600	600	620	630
17.2304	Metal Fabrication		45	45	50	60	60

TABLE 29 (continued)

POST-SECONDARY PROJECTED ENROLLMENT GOALS (FY 1979-1982)

Public Law 94-482, Section 102(a)
INSTRUCTION LEVEL: Post-Secondary/Adult
AGENCY: State Board for Technical and
Comprehensive Education

O. E. CODE	CLUSTER - PROGRAM/TITLE	ACTUAL	PROJECTED ENROLLMENT GOALS				
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
17.2306	Welding		1,814	1,775	1,835	1,890	1,950
17.2307	Tool & Die Making		251	260	272	285	315
17.2601	Barbering		67	60	60	65	65
17.2602	Cosmetology		175	181	187	193	200
17.3302	Tailoring		50	56	52	62	72
17.3399	Commercial Sewing		175	180	185	185	185
17.3400	Shoe Repair		50	50	50	50	60
17.3601	Cabinet Making		87	90	90	90	90
	OTHER, (ADULT)						
99.0000	Continuing Education Program		53,680	53,680	53,680	53,680	53,680

TABLE 30

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1980

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical and
Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	Agriculture				
	Associate Degree Programs				
01.0300	Ag. Chem. & Mech. Tech.	35	1,093	30,632	15,543
01.0100	Agronomy	159	3,435	99,181	50,331
01.0100	Animal Health Tech.	46	1,574	44,151	22,405
01.0101	Animal & Plant Science	125	2,189	61,376	31,146
01.0101	Animal Science	39	1,318	38,134	19,352
01.0700	Forestry	80	1,486	45,434	23,056
01.0506	Golf Course Management	55	1,166	33,399	16,949
01.0500	Horticulture Tech.	165	2,762	79,187	40,184
01.0500	Pomology	56	980	28,855	14,643
	Diploma Programs				
01.0500	Horticulture	94	2,034	57,039	28,945
01.0200	Farm Coop	48	644	21,169	10,742
	Business				
	Associate in Business				
14.0100	Accounting	3,131	40,422	1,189,794	603,780
14.0100	Banking & Finance	300	2,735	83,648	42,449
14.0203	Computer Programming	556	7,307	210,972	107,061
14.0203	Data Processing	785	11,969	343,155	174,139
14.0800	General Business	3,330	45,092	1,277,220	648,146
04.1100	Hotel/Motel/Restaurant Management	195	3,842	111,759	56,714
04.1300	Insurance Management	135	1,128	32,265	16,374
14.0800	Legal Assistant Tech.	285	4,734	136,519	69,279
14.0800	Management	3,686	45,285	1,307,345	663,433
04.1200	Marketing	1,780	25,349	726,784	368,818
04.1700	Real Estate Management	66	1,011	30,609	15,533
14.0700	Secretarial Science	4,352	51,017	1,472,745	747,368
04.1900	Transportation Management	236	3,237	91,377	46,371
	Diploma Programs				
14.0300	Clerical Assistant	218	1,456	42,178	21,404
14.0300	Clerical Assistant	-	3,188	92,342	46,860
14.0200	Data Processing Machine Operator	40	920	22,553	11,445
04.0200	Fashion Merchandising	145	2,608	79,774	40,482
14.0300	General Office	1,860	32,469	945,957	480,041
14.0700	General Secretary	490	3,954	124,720	63,291
14.0300	Medical Secretary	250	2,516	73,332	37,213
14.0700	Technical Secretary	210	4,788	134,212	68,108

TABLE 30 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1980

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS FEDERAL	ALLOCATION OF FUNDS STATE	ALLOCATION OF FUNDS LOCAL
	Engineering				
	Associate in Engineering				
16.0103	Architectural Engineering Tech.	400	5,420	155,934	79,131
16.0105	Chemical Engineering Tech.	75	1,175	35,704	18,119
16.0106	Civil Engineering Tech (Survey)	30	615	17,240	8,749
16.0106	Civil Engineering Tech.	640	10,579	304,357	154,451
16.0107	Electrical Engineering Tech.	450	6,575	199,367	101,172
16.0109	Electro-Mechanical Eng. Tech.	111	2,120	62,050	31,488
16.0108	Electronics Eng. Tech.	1,200	21,253	603,547	306,280
17.0700	Engineering Graphics Tech.	455	8,435	220,718	112,007
16.0110	Environmental Eng. Tech.	80	1,294	45,321	22,999
16.0699	General Eng. Tech.	390	4,478	147,690	74,948
16.0111	Industrial Eng. Tech.	380	5,356	150,149	76,196
16.0113	Mechanical Eng. Tech.	600	8,287	232,304	117,886
16.0115	Nuclear Eng. Tech.	190	3,468	99,666	50,577
16.0115	Nuclear Eng. Tech. (Reactor Opr.)	60	1,097	30,762	15,611
16.0699	Safety & Health Eng. Tech.	110	2,639	83,247	42,245
	Health				
	Associate in Health Science				
07.0101	Dental Assisting	110	2,511	76,808	38,977
07.0102	Dental Hygiene	200	7,650	220,413	111,852
07.0103	Dental Laboratory Tech.	130	2,913	86,185	43,736
07.0299	Extracorporeal Circulation Tech.	25	480	14,934	7,579
07.0202	Histotechnology	16	412	10,248	5,200
07.0904	Medical Asst. Tech.	125	2,718	78,475	39,823
07.0203	Medical Laboratory Tech.	520	15,468	438,189	222,366
07.0301	Nursing	790	19,769	580,606	294,638
07.0600	Opthalmic Technology	35	666	18,678	9,479
07.0600	Optometric Technology	70	1,706	50,231	25,490
07.0402	Physical Therapy Tech. Ass't.	112	2,399	67,285	34,145
07.0501	Radiologic Technology	310	11,151	302,520	153,519
07.0903	Respiratory Therapy	275	7,753	227,696	115,548
	Diploma Programs				
07.0101	Dental Assistant	200	5,195	147,950	75,079
07.0203	Medication Technology	30	550	15,419	7,825
07.0302	Nurse - Practical - LPN	650	11,577	328,005	166,451
07.0305	Surgical Technology	285	6,123	180,222	91,457
	Industrial/Occupational				
	Associate Degrees				
17.0400	Aircraft Maintenance Tech.	50	1,583	44,391	22,527
17.0302	Automotive Technology	285	7,449	218,300	110,780
17.1001	Building Construction Tech.	75	1,830	55,797	28,315
16.0105	Chemical Technology	25	542	11,402	5,786
16.0110	Climate Control Tech.	50	1,278	30,704	15,581
17.0700	Commercial Graphics	150	2,534	74,750	37,933
16.0112	Electronic Instrumentation	100	1,487	45,825	23,255
17.1500	Electronics Technology	270	6,610	211,774	107,468
16.0699	General Technology	565	11,984	345,534	175,347
16.0111	Industrial Management	400	7,089	210,635	106,890
17.2303	Machine Tool Technology	730	14,582	431,523	218,983
16,0699	Occ. Safety & Health Technology	110	2,470	79,138	40,160
17.1500	Radio & TV Broadcasting	70	1,405	38,120	19,343
17.3300	Textile Management	410	6,872	196,596	99,766

TABLE 30 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1980

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Industrial/Occupational (continued __Associate Degrees__				
16.0699	Voc. Technical Education	85	403	11,299	5,734
16.0106	Wastewater Technology	70	1,287	40,093	20,346
04.0700	Food Service Management	80	1,734	48,591	24,658
	__Diploma Programs__				
17.0100	Air Conditioning	{1,625	15,343	455,511	231,156
17.0100	Air Conditioning	{ -	22,469	661,602	335,741
17.0301	Auto Body Repair	510	9,863	290,271	147,303
17.1200	Auto Diesel Mechanic	180	4,297	124,736	63,299
17.0301	Auto Body Repair	-	898	25,166	12,771
17.0302	Automotive Mechanic	880	2,558	71,715	36,393
17.0302	Automotive	835	21,762	610,066	309,588
17.0302	Automotive Mechanic	-	14,201	398,126	202,036
17.2601	Barbering	60	1,818	50,956	25,859
17.1099	Boiler Maker	70	1,609	45,114	22,894
17.3601	Cabinet Making	90	1,757	49,242	24,989
17.1001	Carpentry	295	7,168	206,256	104,668
17.3399	Commercial Sewing	185	4,940	140,469	71,283
17.1099	Construction Management	110	2,525	70,782	35,920
17.2602	Cosmetology	187	5,028	146,006	74,093
17.1200	Diesel Equipment Mechanic	{180	3,311	98,287	49,877
17.1200	Diesel Equipment Mechanic	{ -	1,208	38,809	19,694
17.1400	Electrical Install. & Maint.	57	1,526	38,873	19,127
16.0106	Engineering Aide	18	429	12,037	6,108
07.0203	Chemical Lab Assistant	25	523	14,649	7,434
04.0700	Food Service	63	1,313	36,773	18,661
17.1003	Heavy Equipment Operator	125	3,046	88,575	44,949
17.1300	Industrial Drafting	300	6,404	171,383	86,971
17.1400	Industrial Electricity	{781	14,598	404,740	205,392
17.1400	Industrial Electricity	{ -	3,086	90,626	45,990
17.1500	Industrial Electronics	{420	2,496	69,979	35,512
17.1500	Industrial Electronics	{ -	8,807	238,694	121,129
17.1004	Masonry	327	6,673	193,294	98,090
17.2303	Machine Tool	600	13,869	388,802	197,304
17.2305	Metal Fabrication	50	1,792	50,246	25,498
17.1007	Pipefitting	60	1,177	35,475	18,002
17.1099	Maintenance Plant Mechanics	210	4,206	124,274	63,065
17.1007	Plumbing	40	1,019	28,541	14,484
17.1007	Plumbing & Pipefitting	40	887	24,860	12,616
17.1900	Printing	94	2,673	78,683	39,929
17.0302	Power Mechanics	295	6,484	190,857	96,854
17.1500	Electronic Servicing Radio & TV Repair	{400	3,716	108,362	54,990
17.1500	Electronic Servicing Radio & TV Repair	{ -	6,596	189,211	96,018
17.1400	R.C.I. Electricity	38	860	27,309	13,858
17.0200	Sewing Machine Repair	53	1,279	40,963	20,787
17.3400	Shoe Repair	50	1,244	34,900	17,710
17.3302	Tailoring	52	1,771	45,592	23,137
17.2307	Tool & Die Making	{272	490	15,011	7,617
17.2307	Tool & Die Making	{ -	4,980	147,807	75,007
17.1003	Truck Driver	50	842	23,598	11,975
17.2100	Watchmaking	21	742	18,223	9,248
17.2306	Welding	{1,835	33,457	954,983	484,621
17.2306	Welding	{	3,516	102,609	52,071

TABLE 30 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1980

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Public Service				
	Associate Degrees				
16.0605	Criminal Justice	2,860	37,397	1,071,935	543,971
16.0602	Fire Science Tech.	200	2,353	65,963	33,474
07.9900	Human Services Tech.	1,176	17,930	514,910	261,299
	Diploma Programs				
09.0201	Child Care Assistant	190	1,853	49,319	25,028
09.0201	Child Care Worker	55	1,056	32,317	16,400
	Associate in Arts/Science				
	Associate in Arts	5,812	-	1,335,818	665,216
	Associate in Science		-	274,159	136,527
	Career Development Objective				
	Career Development	3,500	-	367,215	182,868
	Undetermined Objective				
	Undetermined	260	-	63,268	31,507
	Total Technical Education		888,878	27,642,156	14,008,112
	Continuing Education				
	Occupational Advancement			2,158,922	1,075,108
	Apprenticeship			225,330	112,211
	Basic Studies/GED			904,424	450,389
	Total Continuing Education	53,680	-	3,288,676	1,637,708
Total Technical and Continuing Education Programs			888,878	30,930,832	15,645,820

TABLE 31

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1981

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical and
Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Agriculture				
	Associate Degree Programs				
01.0300	Ag. Chem. & Mech. Tech.	35	1,148	30,244	15,526
01.0100	Agronomy	164	3,607	100,762	51,727
01.0100	Animal Health Tech.	46	1,653	43,591	22,378
01.0101	Animal & Plant Science	125	2,298	60,597	31,108
01.0101	Animal Science	40	1,384	38,827	19,932
01.0700	Forestry	85	1,560	48,596	24,947
01.0506	Golf Course Management	58	1,224	35,174	18,057
01.0500	Horticulture Tech.	170	2,900	79,946	41,041
01.0500	Pomology	59	1,029	29,846	15,322
	Diploma Programs				
01.0500	Horticulture	96	2,136	57,398	29,466
01.0200	Farm Coop	50	676	23,223	11,922
	Business				
	Associate in Business				
14.0100	Accounting	3,287	42,443	1,233,754	633,360
14.0100	Banking & Finance	310	2,872	89,469	45,930
14.0203	Computer Programming	575	7,672	214,333	110,030
14.0203	Data Processing	800	12,567	346,331	177,792
14.0800	General Business	3,370	47,347	1,273,955	653,998
04.1100	Hotel/Motel/Restaurant Management	200	4,034	114,339	58,697
04.1300	Insurance Management	137	1,184	32,493	16,661
14.0800	Legal Assistant Tech.	295	4,971	138,532	71,117
14.0800	Management	3,797	47,549	1,329,410	682,466
04.1200	Marketing	1,850	26,616	733,514	376,556
04.1700	Real Estate Management	69	1,062	32,432	16,649
14.0700	Secretarial Science	4,482	53,568	1,497,992	769,009
04.1900	Transportation Management	238	3,399	90,836	46,632
	Diploma Programs				
14.0300	Clerical Assistant	225	1,529	42,987	22,068
14.0300	Clerical Assistant	-	3,347	94,112	48,313
14.0200	Data Processing Machine Operator	40	966	19,086	9,798
04.0200	Fashion Merchandising	160	2,738	85,325	43,802
14.0300	General Office	1,935	34,092	971,405	498,680
14.0700	General Secretary	530	4,152	136,820	70,238
14.0300	Medical Secretary	260	2,642	75,187	38,598
14.0700	Technical Secretary	210	5,027	132,510	68,025

TABLE 31 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1981

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	Engineering				
	Associate in Engineering				
16.0103	Architectural Engineering Tech.	420	5,691	157,904	81,062
16.0105	Chemical Engineering Tech.	80	1,234	36,878	18,932
16.0106	Civil Engineering Tech (Survey)	30	646	17,021	8,738
16.0106	Civil Engineering Tech.	690	11,108	308,202	158,219
16.0107	Electrical Engineering Tech.	500	6,904	211,694	108,675
16.0109	Electro-Mechanical Eng. Tech.	117	2,226	63,851	32,779
16.0108	Electronics Eng. Tech.	1,230	22,316	611,172	313,751
17.0700	Engineering Graphics Tech.	425	8,857	202,353	103,880
16.0110	Environmental Eng. Tech.	100	1,359	53,695	27,565
16.0699	General Eng. Tech.	440	4,702	167,690	86,085
16.0111	Industrial Eng. Tech.	380	5,624	148,245	76,103
16.0113	Mechanical Eng. Tech.	600	8,701	229,357	117,743
16.0115	Nuclear Eng. Tech.	195	3,641	100,802	51,748
16.0115	Nuclear Eng. Tech. (Reactor Opr.)	60	1,152	30,372	15,592
16.0699	Safety & Health Eng. Tech.	120	2,771	91,324	46,882
	Health				
	Associate in Health Science				
07.0101	Dental Assisting	120	2,637	82,153	42,174
07.0102	Dental Hygiene	210	8,033	223,500	114,736
07.0103	Dental Laboratory Tech.	130	3,059	89,571	45,982
07.0299	Extracorporeal Circulation Tech.	25	504	18,431	9,462
07.0202	Histotechnology	20	433	12,646	6,492
07.0904	Medical Asst. Tech.	128	2,854	79,693	40,911
07.0203	Medical Laboratory Tech.	530	16,241	437,139	224,410
07.0301	Nursing	820	20,757	599,298	307,656
07.0600	Opthalmic Technology	35	699	18,441	9,467
07.0600	Optometric Technology	70	1,791	53,136	27,278
07.0402	Physical Therapy Tech. Ass't.	115	2,519	68,330	35,078
07.0501	Radiologic Technology	305	11,709	288,727	148,221
07.0903	Respiratory Therapy	290	8,141	235,027	120,653
	Diploma Programs				
07.0101	Dental Assistant	200	5,455	148,356	76,160
07.0203	Medication Technology	30	578	15,223	7,815
07.0302	Nurse - Practical - LPN	650	12,156	323,845	166,249
07.0305	Surgical Technology	300	6,429	186,410	95,695
	Industrial/Occupational				
	Associate Degrees				
17.0400	Aircraft Maintenance Tech.	50	1,662	43,828	22,500
17.0302	Automotive Technology	300	7,821	224,903	115,456
17.1001	Building Construction Tech.	90	1,922	59,531	30,561
16.0105	Chemical Technology	30	569	13,508	6,935
16.0110	Climate Control Tech.	50	1,342	30,315	15,563
17.0700	Commercial Graphics	160	2,661	81,182	41,676
16.0112	Electronic Instrumentation	110	1,561	49,357	25,338
17.1500	Electronics Technology	310	6,941	261,360	134,172
16.0699	General Technology	585	12,583	360,105	184,863
16.0111	Industrial Management	425	7,443	207,963	106,760
17.2303	Machine Tool Technology	760	15,311	448,474	230,228
16,0699	Occ. Safety & Health Technology	120	2,594	87,901	45,125
17.1500	Radio & TV Broadcasting	75	1,475	40,773	20,931
17.3300	Textile Management	320	7,216	197,984	101,637

TABLE 31 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1981

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Industrial/Occupational (continued				
	Associate Degrees				
16.0699	Voc. Technical Education	100	423	13,945	7,159
16.0106	Wastewater Technology	77	1,351	39,585	20,321
04.0700	Food Service Management	80	1,821	47,974	24,628
	Diploma Programs				
17.0100	Air Conditioning	1,703	16,110	466,088	239,271
17.0100	Air Conditioning	-	23,592	685,364	351,839
17.0301	Auto Body Repair	539	10,356	301,047	154,545
17.1200	Auto Diesel Mechanic	185	4,512	127,401	65,403
17.0301	Auto Body Repair	-	943	29,816	15,306
17.0302	Automotive Mechanic	880	2,686	70,805	36,349
17.0302	Automotive	900	22,850	653,690	335,578
17.0302	Automotive Mechanic	-	14,911	393,077	201,790
17.2601	Barbering	65	1,909	54,335	27,893
17.1099	Boiler Maker	75	1,689	48,591	24,945
17.3601	Cabinet Making	90	1,845	48,618	24,958
17.1001	Carpentry	300	7,526	208,861	107,221
17.3399	Commercial Sewing	185	5,187	141,617	72,701
17.1099	Construction Management	110	2,651	69,885	35,876
17.2602	Cosmetology	193	5,279	149,126	76,555
17.1200	Diesel Equipment Mechanic	200	3,477	102,431	52,584
17.1200	Diesel Equipment Mechanic	-	1,268	43,208	22,181
17.1400	Electrical Install. & Maint.	61	1,602	42,219	21,673
16.0106	Engineering Aide	18	450	11,884	6,101
07.0203	Chemical Lab Assistant	25	549	14,464	7,425
04.0700	Food Service	65	1,379	36,306	18,638
17.1003	Heavy Equipment Operator	130	3,198	90,612	46,516
17.1300	Industrial Drafting	290	6,724	161,152	82,729
17.1400	Industrial Electricity	777	15,328	390,726	200,583
17.1400	Industrial Electricity	-	3,240	94,357	48,439
17.1500	Industrial Electronics	415	2,621	76,768	39,409
17.1500	Industrial Electronics	-	9,247	227,540	116,810
17.1004	Masonry	337	7,007	196,998	101,131
17.2303	Machine Tool	620	14,652	391,705	201,086
17.2305	Metal Fabrication	60	1,882	58,289	29,923
17.1007	Pipefitting	63	1,236	36,654	18,817
17.1099	Maintenance Plant Mechanics	221	4,416	128,968	66,207
17.1007	Plumbing	45	1,070	32,875	16,877
17.1007	Plumbing & Pipefitting	45	931	29,453	15,120
17.1900	Printing	99	2,807	82,618	42,413
17.0302	Power Mechanics	280	6,808	182,455	93,665
17.1500	Electronic Servicing Radio & TV Repair	415	3,902	115,217	59,148
17.1500	Electronic Servicing Radio & TV Repair	-	6,926	195,302	100,260
17.1400	R.C.I. Electricity	45	903	30,134	15,470
17.0200	Sewing Machine Repair	47	1,343	35,388	18,167
17.3400	Shoe Repair	50	1,306	34,457	17,689
17.3302	Tailoring	62	1,860	55,017	28,243
17.2307	Tool & Die Making	285	515	16,055	8,242
17.2307	Tool & Die Making	-	5,229	154,040	79,078
17.1003	Truck Driver	50	884	23,299	11,961
17.2100	Watchmaking	27	779	23,133	11,876
17.2306	Welding	1,890	35,129	951,290	488,354
17.2306	Welding	-	3,692	106,848	54,852

TABLE 31 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1981

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	Public Service Associate Degrees				
16.0605	Criminal Justice	2,880	39,267	1,075,785	552,265
16.0602	Fire Science Tech.	200	2,471	65,126	33,433
07.9900	Human Services Tech.	1,190	18,827	511,405	262,535
	Diploma Programs				
9.0201	Child Care Assistant	200	1,946	51,241	26,305
9.0201	Child Care Worker	60	1,109	34,565	17,744
	Associate in Arts/Science				
	Associate in Arts	5,812	-	1,335,818	665,216
	Associate in Science	-	-	274,159	136,527
	Career Development Objective				
	Career Development	3,000	-	349,729	174,160
	Undetermined Objective				
	Undetermined	250	-	56,941	28,356
	Total Technical Education		933,322	28,127,152	14,408,349
	Continuing Education				
	Occupational Advancement			2,158,922	1,075,108
	Apprenticeship			225,330	112,211
	Basic Studies/GED			904,424	450,389
	Total Continuing Education	53,680	-	3,288,676	1,637,708
Total Technical and Continuing Education Programs			933,322	31,415,828	16,046,057

TABLE 32

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1982

ublic Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical and
Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Agriculture				
	Associate Degree Programs				
01.0300	Ag. Chem. & Mech. Tech.	35	1,205	29,893	15,513
01.0100	Agronomy	168	3,787	102,398	53,142
01.0100	Animal Health Tech.	46	1,736	43,085	22,360
01.0101	Animal & Plant Science	125	2,413	59,894	31,083
01.0101	Animal Science	41	1,453	39,539	20,520
01.0700	Forestry	90	1,638	51,727	26,845
01.0506	Golf Course Management	58	1,285	36,215	18,794
01.0500	Horticulture Tech.	175	3,045	80,181	41,611
01.0500	Pomology	61	1,080	30,840	16,005
	Diploma Programs				
01.0500	Horticulture	98	2,242	57,803	29,998
01.0200	Farm Coop	55	710	24,483	12,706
	Business				
	Associate in Business				
14.0100	Accounting	3,452	44,565	1,280,297	664,439
14.0100	Banking & Finance	320	3,016	95,234	49,424
14.0203	Computer Programming	600	8,056	217,816	113,040
14.0203	Data Processing	815	13,195	349,757	181,514
14.0800	General Business	3,410	49,714	1,265,576	656,799
04.1100	Hotel/Motel/Restaurant Management	205	4,236	116,964	60,701
04.1300	Insurance Management	140	1,243	32,746	16,994
14.0800	Legal Assistant Tech.	300	5,220	140,626	72,981
14.0800	Management	3,911	49,926	1,353,466	702,412
04.1200	Marketing	1,900	27,947	740,769	384,439
04.1700	Real Estate Management	72	1,115	34,241	17,770
14.0700	Secretarial Science	4,616	56,246	1,524,678	791,266
04.1900	Transportation Management	240	3,569	90,393	46,912
	Diploma Programs				
14.0300	Clerical Assistant	232	1,605	43,816	22,739
14.0300	Clerical Assistant		3,514	95,927	49,783
14.0200	Data Processing Machine Operator	35	1,014	18,864	9,790
04.0200	Fashion Merchandising	170	2,875	90,822	47,134
14.0300	General Office	2,012	35,797	998,576	518,234
14.0700	General Secretary	580	4,360	148,757	77,200
14.0300	Medical Secretary	270	2,744	77,067	39,995
14.0700	Technical Secretary	210	5,278	130,973	67,971

TABLE 32 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1982

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Engineering				
	Associate in Engineering				
16.0103	Architectural Engineering Tech.	430	5,976	175,582	91,122
16.0105	Chemical Engineering Tech.	83	1,296	40,202	20,864
16.0106	Civil Engineering Tech (Survey)	30	678	16,824	8,731
16.0106	Civil Engineering Tech.	670	11,663	319,859	165,998
16.0107	Electrical Engineering Tech.	525	7,249	223,923	116,210
16.0109	Electro-Mechanical Eng. Tech.	123	2,337	66,521	34,523
16.0108	Electronics Eng. Tech.	1,300	23,432	641,841	333,098
17.0700	Engineering Graphics Tech.	400	9,300	184,621	95,813
16.0110	Environmental Eng. Tech.	120	1,427	61,918	32,133
16.0699	General Eng. Tech.	480	4,937	165,745	86,017
16.0111	Industrial Eng. Tech.	380	5,905	146,525	76,042
16.0113	Mechanical Eng. Tech.	600	9,136	226,698	117,650
16.0115	Nuclear Eng. Tech.	200	3,823	102,796	53,384
16.0115	Nuclear Eng. Tech. (Reactor Opr.)	60	1,210	30,019	15,579
16.0699	Safety & Health Eng. Tech.	140	2,910	99,291	51,529
	Health				
	Associate in Health Science				
07.0101	Dental Assisting	130	2,769	81,200	42,140
07.0102	Dental Hygiene	215	8,435	226,721	117,662
07.0103	Dental Laboratory Tech.	135	3,212	88,531	45,945
07.0299	Extracorporeal Circulation Tech.	25	529	18,217	9,454
07.0202	Histotechnology	19	455	11,250	5,838
07.0904	Medical Asst. Tech.	140	2,997	87,521	45,421
07.0203	Medical Laboratory Tech.	540	17,053	436,525	226,544
07.0301	Nursing	850	21,795	618,104	320,779
07.0600	Opthalmic Technology	35	734	18,227	9,459
07.0600	Optometric Technology	70	1,881	52,520	27,256
07.0402	Physical Therapy Tech. Ass't.	115	2,645	67,538	35,050
07.0501	Radiologic Technology	300	12,294	285,379	148,104
07.0903	Respiratory Therapy	300	8,548	242,402	125,800
	Diploma Programs				
07.0101	Dental Assistant	200	5,728	152,275	79,026
07.0203	Medication Technology	30	607	15,046	7,808
07.0302	Nurse - Practical - LPN	650	12,764	323,459	167,866
07.0305	Surgical Technology	315	6,750	192,623	99,966
	Industrial/Occupational				
	Associate Degrees				
17.0400	Aircraft Maintenance Tech.	60	1,745	51,983	26,978
17.0302	Automotive Technology	320	8,212	231,557	120,172
17.1001	Building Construction Tech.	95	2,018	63,232	32,815
16.0105	Chemical Technology	25	597	11,126	5,774
16.0110	Climate Control Tech.	50	1,409	29,963	15,550
17.0700	Commercial Graphics	150	2,794	72,946	37,857
16.0112	Electronic Instrumentation	110	1,639	48,784	25,317
17.1500	Electronics Technology	330	7,288	309,995	160,879
16.0699	General Technology	600	13,212	374,662	194,439
16.0111	Industrial Management	450	7,815	217,187	112,714
17.2303	Machine Tool Technology	790	16,077	465,437	241,549
16.0699	Occ. Safety & Health Technology	130	2,724	96,534	50,098
17.1500	Radio & TV Broadcasting	70	1,549	37,200	19,305
17.3300	Textile Management	430	7,577	199,525	103,548

TABLE 32 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1982

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Industrial/Occupational (continued				
	Associate Degrees				
16.0699	Voc. Technical Education	100	444	13,782	7,152
16.0106	Wastewater Technology	77	1,419	43,038	22,335
04.0700	Food Service Management	80	1,912	47,418	24,608
	Diploma Programs				
17.0100	Air Conditioning	1,780	16,916	476,847	247,471
17.0100	Air Conditioning		24,772	710,870	368,922
17.0301	Auto Body Repair	565	10,874	311,845	161,839
17.1200	Auto Diesel Mechanic	185	4,738	125,923	65,351
17.0301	Auto Body Repair	--	990	29,470	15,294
17.0302	Automotive Mechanic	880	2,820	69,984	36,320
17.0302	Automotive	900	23,993	646,110	335,313
17.0302	Automotive Mechanic	--	15,657	388,519	201,621
17.2601	Barbering	65	2,004	53,704	27,871
17.1099	Boiler Maker	75	1,773	48,027	24,924
17.3601	Cabinet Making	90	1,937	48,054	24,938
17.1001	Carpentry	300	7,902	206,439	107,136
17.3399	Commercial Sewing	185	5,446	145,767	75,649
17.1099	Construction Management	110	2,784	69,074	35,847
17.2602	Cosmetology	200	5,543	152,309	79,044
17.1200	Diesel Equipment Mechanic	220	3,651	106,571	55,207
17.1200	Diesel Equipment Mechanic		1,331	48,347	25,090
7.1400	Electrical Install. & Maint.	61	1,682	41,729	21,656
16.0106	Engineering Aide	18	473	11,746	6,096
07.0203	Chemical Lab Assistant	25	576	14,295	7,419
04.0700	Food Service	65	1,448	35,885	18,623
17.1003	Heavy Equipment Operator	130	3,358	92,685	48,101
17.1300	Industrial Drafting	310	7,060	175,211	90,930
17.1400	Industrial Electricity	779	16,094	386,196	200,425
17.1400	Industrial Electricity		3,402	96,479	50,070
17.1500	Industrial Electronics	415	2,752	75,877	39,378
17.1500	Industrial Electronics		9,709	216,870	112,549
17.1004	Masonry	347	7,357	200,799	104,209
17.2303	Machine Tool	630	15,290	402,649	208,964
17.2305	Metal Fabrication	60	1,976	57,613	29,899
17.1007	Pipefitting	70	1,298	40,255	20,891
17.1099	Maintenance Plant Mechanics	232	4,637	133,668	69,370
17.1007	Plumbing	45	1,124	32,494	16,863
17.1007	Plumbing & Pipefitting	45	978	33,964	17,626
17.1900	Printing	104	2,947	85,316	44,276
17.0302	Power Mechanics	295	7,148	189,208	98,194
17.1500	Electronic Servicing Radio & TV Repair	435	4,103	117,948	61,212
17.1500	Electronic Servicing Radio & TV Repair		7,272	197,234	102,359
17.1400	R.C.I. Electricity	50	948	32,919	17,084
17.0200	Sewing Machine Repair	55	1,410	39,974	20,745
17.3400	Shoe Repair	60	1,371	38,922	20,199
17.3302	Tailoring	72	1,953	64,266	33,352
17.2307	Tool & Die Making	315	541	24,413	12,670
17.2307	Tool & Die Making		5,490	160,267	83,174
17.1003	Truck Driver	70	928	27,634	14,341
17.2100	Watchmaking	24	818	20,324	10,547
17.2306	Welding	1,950	36,885	956,902	496,606
17.2306	Welding		3,877	111,085	57,650

TABLE 37 (continued)

PROJECTED POSTSECONDARY ENROLLMENTS AND FUNDING GOALS

FISCAL YEAR 1982

Public Law 94-482, Sec. 102(a)
Instruction Level: Postsecondary
Agency: State Board for Technical
and Comprehensive Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	Public Service Associate Degrees				
16.0605	Criminal Justice	2,900	41,230	1,077,681	559,287
16.0602	Fire Science Tech.	200	2,595	64,371	33,406
07.9900	Human Services Tech.	1,200	19,768	514,448	266,984
	Diploma Programs				
09.0201	Child Care Assistant	210	2,043	55,727	38,921
09.0201	Child Care Worker	65	1,164	36,792	19,094
	Associate in Arts/Science				
	Associate in Arts	5,812	-	1,335,818	665,21
	Associate in Science			274,159	136,527
	Career Development Objective				
	Career Development	2,800	-	367,215	182,868
	Undetermined Objective				
	Undetermined	140	-	69,595	34,658
	Total Technical Education		979,988	28,686,188	14,844,365
	Continuing Education				
	Occupational Advancement		-	2,158,922	1,075,108
	Apprenticeship		-	225,330	112,211
	Basic Studies/GED		-	904,424	450,389
	Total Continuing Education	53,680	-	3,288,676	1,637,708
Total Technical and Continuing Education Programs			979,988	31,974,864	16,482,073

TABLE 33
POST-SECONDARY PROJECTED SUPPLY GOALS
FISCAL YEARS 1979-1982

Public Law 94-482, Section 102(a)
INSTRUCTIONAL LEVEL: Post-Secondary
AGENCY: State Board for Technical
and Comprehensive Education

O.E. CODE	CLUSTER-PROGRAM/TITLE	PROJECTED SUPPLY		FY 1982 PROJECTED DEMAND
		FY 1979	FY 1982	
	I. AGRICULTURE TECHNOLOGY			
	A. Associate Degree (P. S.)			
01.0100	Agronomy	15	20	610
01.0101	Animal Health Tech.	5	5	-
01.0101	Animal & Plant Science	15	15	-
01.0101	Animal Science	6	7	-
01.0300	Ag. Chemical & Mechanization	5	5	50
01.0500	Horticulture Tech.	44	47	650
01.0500	Horticulture (Pomology)	15	19	-
01.0506	Golf Course Management	10	10	-
01.0700	Forestry	8	10	60
	B. Diploma (Adult)			
01.0200	Farm Co-op	5	5	50
01.0300	Farm Machinery Tech	0	0	-
01.0500	Horticulture	10	11	650
	II. HEALTH			
	A. Associate Degree (P. S.)			
07.0101	Dental Assisting	44	57	120
07.0102	Dental Hygiene	67	68	70
07.0103	Dental Lab Tech.	38	42	30
07.0202	Histotechnology	15	15	10
07.0203	Medical Lab Tech.	133	142	160
07.0299	Extracorporeal Circ.	8	10	INA
07.0301	Nursing - RN	81	91	840
07.0402	Physical Therapy Asst.	16	18	20
07.0501	Radiologic	64	60	90
07.0600	Opthalmic	10	10	20
07.0600	Optometric	28	28	-
07.0903	Respiratory Therapy	61	69	30
07.0904	Medical Asst. Tech.	22	29	70
	B. Diploma (Adult)			
07.0101	Dental Assistant	60	65	120
07.0202	Certified Lab Asst.	0	0	-
07.0203	Medication Tech.	10	13	160
07.0302	Nursing - LPN	170	180	680
07.0305	Surgical Tech.	65	76	60
	III. PUBLIC SERVICE			
	A. Associate Degree (P. S.)			
07.9900	Human Services	73	75	INA
16.0602	Fire Science	48	48	90
16.0605	Criminal Justice	278	284	350
	B. Diploma (Adult)			
09.0201	Child Care Assistant	18	20	860
09.0201	Child Care Worker	34	43	-
	IV. BUSINESS TECHNOLOGY			
	A. Associate Degree (P. S.)			
04.0700	Food Services Mgmt.	11	11	370
04.1100	Hotel-Motel Mgmt.	19	20	340
04.1200	Marketing	110	122	360

TABLE 33 (continued)
POST-SECONDARY PROJECTED SUPPLY GOALS
FISCAL YEARS 1979-1982

Public Law 94-482, Section 102(a)
INSTRUCTIONAL LEVEL: Post-Secondary
AGENCY: State Board for Technical
and Comprehensive Education

O.E. CODE	CLUSTER-PROGRAM/TITLE	PROJECTED SUPPLY FY 1979	PROJECTED SUPPLY FY 1982	FY 1982 PROJECTED DEMAND
04.1300	Insurance Management	17	17	300
04.1700	Real Estate Management	6	10	580
04.1900	Transportation Management	8	10	420
14.0100	Accounting	167	194	1,430
14.0100	Banking & Finance	11	12	-
14.0203	Computer Programming	77	86	120
14.0203	Data Processing	42	44	-
14.0700	Secretarial Science	414	452	3,580
14.0800	Business Administration	0	0	560
14.0800	General Business	201	208	-
14.0800	Legal Assistant Tech.	30	33	-
14.0800	Management	216	236	-
14.0800	Medical Unit Management	0	0	-
	B. Diploma (Adult)			
04.0200	Fashion Merchandising	21	26	650
14.0200	Data Processing Asst.	6	0	190
14.0200	Data Processing Mach. Oper.	10	10	-
14.0300	Clerical Asst.	22	24	2,050
14.0300	General Office	304	342	-
14.0300	Medical Secretarial	25	30	-
14.0700	General Secretarial	45	60	3,580
14.0700	Technical Secretarial	55	55	-
	V. ENGINEERING TECHNOLOGY			
	A. Associate Degree (P. S.)			
16.0103	Architectural Tech.	23	26	150
16.0105	Chemical Engineering	10	12	70
16.0106	Civil Engineering (Survey)	2	2	130
16.0106	Civil Engineering Tech.	50	55	-
16.0107	Electrical Engineering	62	68	70
16.0108	Electronics Engineering	96	104	130
16.0109	Electro-Mechanical	10	10	10
16.0110	Environmental Engineering	4	6	10
16.0111	Industrial Engineering	18	18	100
16.0113	Mechanical Engineering	53	50	100
16.0115	Nuclear Engineering	36	36	40
16.0115	Nuclear-Reactor Op.	5	5	-
16.0699	General Engineering	17	24	INA
16.0699	Safety & Health Engineering	7	10	INA
17.0700	Engineering Graphics	55	51	50
	VI. INDUSTRIAL OCCUPATIONS			
	A. Associate Degree (P. S.)			
16.0105	Chemical Tech.	5	5	70
16.0106	Wastewater Tech.	9	9	130
16.0110	Climate Control	4	5	10
16.0111	Industrial Management	37	45	100
16.0112	Electronic Instrument.	7	10	10
16.0699	General Tech.	15	21	INA
16.0699	Industrial Safety & Health	20	24	INA
16.0699	Voc./Tec Education	10	10	INA
17.0302	Automotive	98	113	700
17.0400	Aircraft Maintenance	4	6	40
17.1001	Building Construction	5	6	1,430
17.1500	Electronics Tech.	60	85	590
17.1500	Radio & TV Broadcasting	34	34	-
17.1900	Commercial Graphics	26	30	140

TABLE 33 (continued)
POST-SECONDARY PROJECTED SUPPLY GOALS
FISCAL YEARS 1979-1982

Public Law 94-482, Section 102(a)
INSTRUCTIONAL LEVEL: Post-Secondary
AGENCY: State Board for Technical
and Comprehensive Education

O.E. CODE	CLUSTER-PROGRAM/TITLE	PROJECTED SUPPLY		FY 1982 PROJECTED DEMAND
		FY 1979	FY 1982	
17.2303	Machine Tool	72	72	150
17.3300	Textile Management	46	50	300
	B. Diploma (Adult)			
04.0700	Food Service	6	7	370
07.0203	Chemical Lab Asst.	10	10	160
16.0106	Engineering Aide	3	3	130
17.0100	Air Conditioning/Refrig.	280	313	290
17.0200	Sewing Machine Repair	7	10	100
17.0301	Auto Body Repair	73	85	120
17.0302	Automotive	50	54	700
17.0302	Auto Mechanic	114	114	-
17.0302	Power Mechanics	40	45	-
17.1001	Carpentry	40	49	1,430
17.1003	Heavy Equipment Operator	22	24	530
17.1003	Truck Driver	49	70	530
17.1004	Masonry	31	35	380
17.1007	Plumbing and Pipefitting	35	38	410
17.1099	Boilermaking	15	17	380
17.1099	Maintenance Mechanic	80	85	-
17.1099	Construction Management	9	9	-
17.1200	Auto Diesel Mechanic	30	40	40
17.1200	Diesel Equipment Mechanic	27	35	-
17.1300	Industrial Drafting	75	70	150
17.1400	Electrical Instal. & Main.	18	18	90
17.1400	Industrial Electricity	130	130	-
17.1400	RCI Electricity	12	16	-
17.1500	Electronic Services	45	60	590
17.1500	Industrial Electronics	85	79	590
17.1900	Printing	4	10	140
17.2100	Watchmaking	12	12	80
17.2303	Machine Tool	100	105	150
17.2304	Metal Fabrication	8	15	30
17.2306	Welding	360	400	530
17.2307	Tool & Die Making	55	62	40
17.2601	Barbering	10	15	50
17.2602	Cosmetology	29	34	310
17.3302	Tailoring	20	20	60
17.3399	Commercial Sewing	20	24	1,340
17.3400	Shoe Repair	5	5	30
17.3601	Cabinet Making	20	22	70
	OTHER (ADULT)			
99.0000	Continuing Education Program	-	-	-

● ADULT

ADULT HEALTH OCCUPATIONS ADMINISTERED BY THE STATE BOARD OF EDUCATION

I. Philosophy

The fundamental principle underlying adult health occupations programs in South Carolina is the commitment to provide health occupational training in all areas of the State for meeting the identified needs of adults and State manpower requirements. Adult health occupations programs are dedicated to helping each individual realize their vocational objective and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires and abilities. Further, these programs function to serve all persons in South Carolina without regard to sex, race, social status, economic level or any other areas of potential descrimination.

The State Board of Education has maintained a commitment over the last two decades to providing selected adult health occupations programs. The primary justification of this commitment has been to provide greater accessibility to persons desiring this training in all areas of the State. Also, the availability of adult practical nursing programs provides articulation of instruction from the secondary to adult levels, which otherwise would not have been available.

II. Funding Policies

A. The allocation of funds shall be made to eligible recipients on the basis of annual applications which have been developed in consultation with representatives of other educational and training resources in the area and with the local advisory council; and, shall describe the occupational needs of potential students and indicate how and to what extent the proposed program will meet such needs.

B. The Local Application must demonstrate availability and/or designation of resources for:

1. teacher salary, based on certification and months employed;
2. equipment and essential instructional supplies with emphasis on updating.
3. travel, as it relates to the instructional program.

III. Policy Statements

A. Adult health occupations programs administered by the State Board of Education shall, in addition to complying with the requirements of Public Law 94-482, be subject to review and accreditation by the appropriate accrediting board (i.e., State Board of Nursing).

B. All adult health occupations programs under the authority of the State Board of Education shall be administered only by local school districts.

C. Local school districts have the ultimate responsibility for providing adult health occupations programs which are conducted in an efficient and effective manner.

D. The Local Application shall serve as the primary basis for statewide planning of adult health occupations programs administered under the State Board of Education.

E. School districts which administer health occupations programs shall appoint a representative of the health occupations profession to serve on the Local Advisory Council.

F. On-site evaluations shall be conducted by representatives of the State Board of Education; by appropriate accrediting boards to assess the degree to which programs are operating in accordance with established standards/criteria and the approved Local Plan.

G. The State Supervisor of Health Occupations, State Department of Education, shall provide technical and support services to local educational agencies to assist them in complying with established standards/criteria and in maintaining or improving the quality and effectiveness of the program.

H. Specific standards for adult health occupations education programs are as follows:

   1. Enrollment criteria/standards established by accrediting Boards which may limit the student/teacher ratio to insure safe, effective practice during the clinical phase must be recognized.

   2. Established policies, procedures, and other pertinent information about the program should be in writing and available to each student entering the program.

   3. Criteria and standards for conducting quality adult health occupations programs established by the Department of Education and by the appropriate accrediting board shall be recognized.

IV. Needs Assessment/Rationale

The capabilities of the present health care delivery system continues to be challenged by rapid and dynamic social changes and technological advancements. The following basic assumptions can be expressed about health and health care in the future:

1. There will be an increasing need for health education, health promotion and prevention of disease and disability.

2. There will be an increasing emphasis on delivery of health care in the home, in ambulatory care centers and in other community based settings.

3. Hospitals will increasingly provide specialized complex services for the acutely ill.

4. Improvement in the health of the population will be dependent on an increasing focus on the promotion and maintenance of health and the prevention of illness.

5. There will be increasing attention given to the manpower component of this delivery system to include the adequacy of supply, utilization, effectiveness, geographic distribution, entry-levels into practice, and education/training requirements and resources.

Public Law 93-641, the National Health Planning and Resources Development Act has through the designation of a network of Health Systems Agencies, begun to impact upon the development of a systematic and comprehensive approach to health care planning at the local and state levels. This planning will assure that quality health services supported by adequate manpower, facilities and financial assistance, will be available and readily accessible in a manner which assures continuity of care at reasonable cost for all residents of a given area and which will be responsive to the unique needs and resources of the area.

The rapid expansion of existing health occupations and the emergence of new ones has directly influenced the standard and quality of health care and health services. According to the National Center for Health Statistics, in 1910, there were essentially only three members of the health care team-physician, nurse, and aides. By 1974, the figure had risen to well over 450 individual health care occupations, and it is estimated that approximately 600 careers now exist.

Employers of health workers have not moved adequately to correct high turnover rates, job dissatisfaction, relatively low wage levels, and limited upward mobility; therefore, manpower shortages have and should continue to exist through the 1980's.

Occupational demand and supply projections furnished by the Employment Security Commission and serving as the primary basis for establishing enrollment goals indicates that the fastest growing occupations are those associated with health. Health service workers are expected to increase 79.5 percent by 1985. Jobs to which Health Occupations Education programs are presently contributing manpower are:

Health Assistant (Nursing Assistant)
Dental Assistant
Practical Nursing
Respiratory Therapy
Operating Room Technician

Educational institutions and agencies responsible for health manpower training must continue to assess manpower needs and remain responsive to current and future demands within the state.

Adult health occupations programs are dedicated to helping each individual realize their vocational objective and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires and abilities. Further, these programs function to serve all persons in South Carolina without regard to sex, race, social status, economic level or any other areas of potential discrimination.

The State Board of Education has maintained a commitment over the last two decades to providing selected adult health occupations programs. The primary justification of this commitment has been to provide greater accessibility to persons desiring this training in all areas of the State. Also, the availability of adult practical nursing programs provides articulation of instruction from the secondary to adult levels, which otherwise would not have been available.

The future is dependent on the health priorities set at the national, state, and local area levels. The avenues of change selected will have a direct impact on the quantities and levels of health manpower trained and employed by the health industry.

FY 1979

ANNUAL PROGRAM PLAN

265

TABLE 34
PROJECTED ADULT HEALTH OCCUPATIONS
ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1979

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
07.0101	Dental Assistant	12	12,038	-0-	-0-
07.0302	Practical Nursing	449	453,939	-0-	-0-
07.0305	Surgical Technician	20	20,565	-0-	-0-
07.0903	Respiratory (Inhalation) Therapy Technician	15	15,048	-0-	-0-

TABLE 35

ADULT HEALTH OCCUPATIONS ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

ANNUAL GOAL: Relevant health occupations vocational programs for job training, retraining and skill updating shall be accessible to all out of school youth and adults who desire them.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Provide technical and financial assistance to eligible LEA's to maintain 23 courses.	$501,590	-0-	-0-	1.1 Provide necessary assistance to LEA's in support of teacher salaries, equipment, supplies and travel related instructional activities.
				1.2 Maintain the staff consultant and essential technical and support services at the State level.
				1.3 Develop a system to assist local educational agency in developing and utilizing needs assessment data; planning and evaluating program effectiveness and implementing appropriate changes through: a. on site visits b. consultant services c. printed materials d. inservice meetings
				1.4 Provide assistance and resources for administrators, teachers, and guidance counselors to adequately interpret program objectives and related standards/criteria.
				1.5 Provide assistance to LEA's in developing and/or adjusting the Local Application; review and process the plan.
				1.6 Participate in scheduled on-site evaluation/program assistance visits.
2. To achieve effective cooperation between agencies, educational institutions, professional organizations and associations in the planning, promotion, evaluation and accreditation of health occupations vocational programs.				2.1 Maintain liasion with other agencies, educational institutions, professional organizations and associations for the purpose of interpreting and promoting health occupations education goals and objectives.
				2.2 Participate in planning and implementing efforts that address articulation.

TABLE 35 (continued)

ADULT HEALTH OCCUPATIONS ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

Annual Goal: Relevant health occupations vocational programs for job training, retraining and skill updating shall be accessible to all out of school youth and adults who desire them.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
				2.3 Provide consultant or advisory services/technical assistance to specialized groups and advisory committees.

TABLE 35 (Continued)

ADULT HEALTH OCCUPATIONS ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

Annual Goal: To enhance the quality of instruction in 100 percent of Health Occupations courses.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To improve the competency of all Adult Health Occupations teachers.				1.1 The Health Occupations State Consultant will plan and/or conduct inservice training for teacher and administrators to promote effective leadership and management of adult health occupations programs.
				1.2 Disseminate curriculum and related instructional materials which support current instructional techniques and classroom management.
				1.3 Monitor demonstration site activities and assist with the development, implementation and evaluation of a "teacher visitation" plan.
				1.4 Negotiate/coordinate with interested educational agencies/institutions in providing short term workshops and other educational opportunities for upgrading teacher competence and certification renewal.

TABLE 35 (Continued)

ADULT HEALTH OCCUPATIONS ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

Annual Goal: To assure equal access to adult health occupations programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To reduce sex bias and stereotyping in adult health occupations programs.				1.1 Assist teachers and administrators in development of affirmative plans for overcoming sex bias and stereotyping. 1.2 Provide through inservice sessions with teachers and administrators, information and materials to assist local planning.

FY 1982
FIVE-YEAR PLAN

275

TABLE 36

PROJECTED ADULT HEALTH OCCUPATIONS ENROLLMENT GOALS

FISCAL YEARS 1979-1982

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O. E. CODE	TITLE	ACTUAL	ACTUAL	PROJECTED ENROLLMENT GOALS			
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
07.0101	Dental Assistant	10	12	12	12	12	12
07.0302	Practical Nursing	475	451	449	464	480	496
07.0305	Surgical Technician	18	28	20	25	30	38
07.0903	Respiratory (Inhalation) Therapy Technician	-	5	15	16	17	18

TABLE 37
ADULT HEALTH OCCUPATIONS PROJECTED SUPPLY GOALS
FISCAL YEARS 1979-1982

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O.E. CODE	TITLE	PROJECTED SUPPLY		FY 1982 PROJECTED DEMAND
		FY 1979	FY 1982	
07.0101	Dental Assistant	10	12	120
07.0302	Practical Nursing	390	417	680
07.0305	Surgical Technician	15	35	60
07.0903	Inhalation Therapy	12	15	30

278

TABLE 38
PROJECTED ADULT HEALTH OCCUPATIONS ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1980

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
07.0101	Dental Assistant	12	12,640	-0-	-0-
07.0302	Practical Nursing	464	476,636	-0-	-0-
07.0305	Surgical Technician	25	21,593	-0-	-0-
07.0903	Respiratory (Inhalation) Therapy Technician	16	15,800	-0-	-0-

TABLE 39

PROJECTED ADULT HEALTH OCCUPATIONS
ENROLLMENT AND ALLOCATION OF FUNDS

FISCAL YEAR 1981

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
07.0101	Dental Assistant	12	13,272	-0-	-0-
07.0302	Practical Nursing	480	500,468	-0-	-0-
07.0305	Surgical Technician	30	22,673	-0-	-0-
07.0903	Respiratory (Inhalation) Therapy Technician	17	16,590	-0-	-0-

TABLE 40

PROJECTED ADULT HEALTH OCCUPATIONS ENROLLMENT AND ALLOCATION OF FUNDS

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
07.0101	Dental Assistant	12	13,936	-0-	-0-
07.0302	Practical Nursing	496	525,491	-0-	-0-
07.0305	Surgical Technician	20	23,807	-0-	-0-
07.0903	Respiratory (Inhalation) Therapy Technician	15	17,420	-0-	-0-

VOCATIONAL ADULT HEALTH OCCUPATIONS EDUCATION FIVE-YEAR GOALS

FISCAL YEAR 1982

1. Relevant health occupations vocational programs for job training, retraining, and skill upgrading shall be readily accessible to all out of school youth and adult in all geographical areas of the State.

2. Adult health occupations vocational programs shall be of high quality and satisfactorily meet the needs of employers and adult populations served.

3. The effects of sex bias and sex stereotyping will be reduced by the end of the five-year planning period to assure equal access to adult health occupations vocational programs by both women and men.

VOCATIONAL ADULT EDUCATION (CERTIFICATE) ADMINISTERED BY THE STATE BOARD OF EDUCATION

I. Philosophy

The primary purpose for the existence of vocational adult programs and services in South Carolina is to provide optimal accessibility to adults in all areas of the State desiring job skill training, retraining or job skill upgrading. Vocational adult programs are dedicated to helping each individual realize their vocational objective and achieve an optimum level of personal competency, stability or advancement in employment consistent with their interests, aptitudes, desires and abilities. Further, these programs function to serve all adults in South Carolina without regard to sex, race, social status, economic level, or any other areas of potential discrimination.

II. Funding Policies

A. Adult vocational education funded with Federal and/or State monies shall be used only to provide job skill training, retraining, or skill upgrading for persons who have already entered the labor market but desire to upgrade or update their occupational skills and knowledge, or who are unemployed, or who have completed or left high school.

B. The allocation of available financial resources shall be made to eligible recipients based on, but not limited to, a consideration of the following factors:

1. Concentration of low income families
2. Ability to pay
3. Percent youth unemployment
4. Percent dropout (grades 1-12) rate
5. Identified occupational training needs of the area to be served.

III. Policy Statements

A. Local school districts and other eligible recipients have the ultimate responsibility for providing adult vocational programs and services to meet the training needs of their respective areas in an efficient and effective manner.

B. The Local Application shall describe and/or assure that the proposed adult vocational program has been developed in consultation with all other educational and training agencies providing services in the area.

C. The Local Application shall require that measurable objectives be stated for each adult vocational program proposed by the applicant.

D. The Local Application shall describe through descriptive and statistical reports population and employment data as well as projected enrollment and completions to support identified needs for the program and/or services requested.

III. Policy Statements - continued

E. During the five year period of the State Plan, on-site evaluations of adult vocational programs shall be conducted by representatives of the State Board of Education.

F. Equal access to adult vocational programs shall be provided to both women and men without regard to race or other potential areas of discrimination. In addition, the enrollment of both men and women in non-traditional programs of study shall be encouraged.

IV. Rationale

The State through its system of vocational education is committed to helping all individuals, regardless of sex, race, age, geographical location, economic or social status, realize their vocational objective and achieve an optimum level of personal competency consistent with their interest, aptitude, desires and abilities.

The Department of Education recognizes its responsibility for the governance and operation of this educational system which includes the administration or supervision of the administration of adult vocational learning opportunities and/or services.

Local educational agencies respond to identified needs within a community and utilize exisiting teaching personnel, facilities and resources or fund new positions to provide the State's adult population group--recent high school graduates, returnees from military, older people who have retired, or who are returning to the work force--with job skill upgrading, retraining or preparation for a different career.

Inadequate vocational programs exist for out-of-school youth and adults. The number of persons needing services in this population group is estimated to be in the excess of 100,000. The FY 1979 Local Plan for Vocational Education submitted by LEA's project only a slight increase in adult enrollment. This is due primarily to the lack of additional funds needed to expand adult programs. As funds become available, LEA's will be in a position to provide additional quality programs to serve this population.

FY 1979

ANNUAL PROGRAM PLAN

TABLE 41

ADULT VOCATIONAL ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

Goal: Provide adult vocational education programs throughout the State that are of high quality and satisfactorily meet the needs of employers and adults served.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Provide financial assistance to all eligible LEA's who provide training, retraining and skill upgrading opportunities for out-of-school youth and adults. Basic C & H	$425,731	$205,924	$68,888	1.1 Provide necessary financial assistance to all eligible LEA's in support of teacher salaries, equipment, supplies and travel related to instructional activities.
2. Provide technical assistance to all eligible LEA's who provide training, retraining and skill upgrading opportunities for adults to improve the quality of instruction in all adult programs.				2.1 The district and state staff will provide program services to improve the quality of instruction in all adult vocational education programs. 2.2 Develop a system to assist all eligible LEA's in developing and utilizing needs assessment data for planning and evaluating adult programs and their effectiveness through: a. on site visits b. consultant services c. printed materials d. in-service meetings 2.3 Provide in-service training for consultant staff, administrators and teachers for effective administration in providing quality adult instructional programs.

VOCATIONAL ADULT EDUCATION FIVE-YEAR GOALS

FISCAL YEAR 1982

1. Relevant vocational programs for job training, retraining, and skill upgrading shall be readily accessible to all out of school youth and adult in all geographical areas of the State.

2. Adult vocational programs throughout the State shall be of a high quality and satisfactorily meet the needs of employers and adult populations served.

3. The effects of sex bias and sex stereotyping will be eliminated by the end of the five year planning period to assure equal access to adult vocational programs by both women and men.

TABLE 42

VOCATIONAL ADULT PROJECTED ENROLLMENT GOALS

FISCAL YEARS 1979-1982

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: Office of Vocational Education

O. E. CODE	TITLE	ACTUAL	ACTUAL	PROJECTED ENROLLMENT GOALS			
		FY 1976	FY 1977	FY 1979	FY 1980	FY 1981	FY 1982
01.0000	Agriculture	7,763	7,836	7,836	7,836	7,836	7,836
04.0000	Distributive Education	46	140	140	140	140	140
07.0000	Health Occupations	1,249	1,329	1,329	1,329	1,329	1,329
09.0100	Consumer and Homemaking	5,070	5,976	5,976	5,976	5,976	5,976
09.0200	Occupational Home Economics	214	212	212	212	212	212
14.0000	Office Occupations	1,481	1,466	1,466	1,466	1,466	1,466
17.0000	Trade and Industrial	7,226	5,497	5,497	5,497	5,497	5,497
	TOTAL	23,232	22,456	22,456	22,456	22,456	22,456

TABLE 43

CETA PROJECTED ENROLLMENT GOALS

FISCAL YEARS 1979-1982

Agency: Office of the Govenor
Manpower Division

O. E. CODE	TITLE	ACTUAL		PROJECTED ENROLLMENT GOALS			
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
01.0100	Agricultural Production	0	*	20	20	20	20
04.0500	Floristry	0	*	10	10	10	10
04.0800	General Merchandise	0	*	77	77	77	77
04.2000	Retail Trade, Other	23	*	90	90	90	90
07.0101	Dental Assistant	0	*	10	10	10	10
07.0301	Nursing (RN)	0	*	30	30	30	30
07.0302	Practical Nursing	10	*	127	127	127	127
07.0303	Nursing Assistant	168	*	127	127	127	127
07.0904	Medical Assistant	7	*	26	26	26	26
09.0203	Food Management	32	*	25	25	25	25
14.0100	Accounting	121	*	112	112	112	112
14.0201	Computer Operators	2	*	15	15	15	15
14.0300	General Clerical	143	*	235	235	235	235
14.0700	Stenographic	2	*	40	40	40	40
16.0105	Chemical Technology	2	*	15	15	15	15
17.0301	Body and Fender Repair	37	*	30	30	30	30
17.0302	Auto Mechanics	40	*	100	100	100	100
17.1001	Building Construction	80	*	47	47	47	47
17.1002	Electricity	51	*	61	61	61	61
17.1003	Heavy Equipment Operation	15	*	50	50	50	50
17.1004	Masonry	33	*	66	66	66	66
17.1007	Plumbing	68	*	30	30	30	30
17.2302	Machine Shop	53	*	45	45	45	45
17.2303	Machine Tool Operation	151	*	42	42	42	42
17.2305	Sheet Metal	36	*	54	54	54	54
17.2306	Welding	186	*	164	164	164	164
17.2093	Meat Cutting	40	*	52	52	52	52
17.3300	Textiles	1,187	*	191	191	191	191

*Information Not Available

TABLE 44
CETA PROJECTED SUPPLY GOALS
FISCAL YEARS 1979-1982

Public Law 94-482, Subpart 2
Instructional Level: Adult
Agency: CETA

O.E. CODE	TITLE	SUPPLY FY 1979	SUPPLY FY 1982	FY 1982 PROJECTED DEMAND
01.0100	Agricultural Production	10	10	610
04.0500	Floristry	5	5	(-)10
04.0800	General Merchandise	39	39	2,360
04.2000	Retail Trade, Other	45	45	790
07.0101	Dental Assistant	5	5	120
07.0301	Nursing (RN)	15	15	840
07.0302	Practical Nursing	64	64	680
07.0303	Nursing Assistant	64	64	970
07.0904	Medical Assistant	13	13	70
09.0203	Food Management	13	13	140
14.0100	Accounting	56	56	1,430
14.0201	Computer Operators	8	8	190
14.0300	General Clerical	118	118	2,050
14.0700	Stenographic	20	20	3,580
16.0105	Chemical Technology	8	8	70
17.0301	Body and Fender Repair	15	15	120
17.0302	Auto Mechanics	50	50	700
17.1001	Building Construction	24	24	1,430
17.1002	Electricity	31	31	520
17.1003	Heavy Equipment Operation	25	25	530
17.1004	Masonry	33	33	380
17.1007	Plumbing	15	15	410
17.2302	Machine Shop	23	23	330
17.2303	Machine Tool Operation	21	21	150
17.2305	Sheet Metal	27	27	100
17.2306	Welding	82	82	530
17.2903	Meat Cutter	26	26	100
17.3300	Textiles	96	96	300

● DISADVANTAGED

VOCATIONAL EDUCATION FOR DISADVANTAGED STUDENTS

I. Philosophy

The fundamental principle underlying the system of vocational education for disadvantaged persons in South Carolina is to effectively provide occupational skill training and supportive services that are consistent with State Manpower requirements and the identified needs of secondary/adult student populations to be served. The system is dedicated to helping each individual: overcome or minimize to the greatest extent possible their particular disadvantaging condition; realize their vocational objective; and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires, and potential abilities. Vocational education programs are open to all disadvantaged individuals and function to serve all qualified persons without regard to sex, race, social status or any other areas of potential discrimination.

II. Funding Policies

Basic Grant Set-Aside (20%)

A. Funds are made available under Section 102(a) of the 1976 Education Amendments to provide for programs for disadvantaged students. The amendments also stipulate that a maximum of fifty percent (50%) Federal support is available for these programs. Hence, a combination of State/local funds shall match the Federal portion.

B. A minimum of twenty percent (20%) of Section 102(a) of the Basic Federal allocation shall be used to support programs for disadvantaged students.

C. Vocational education for persons who have limited English-speaking-ability is authorized, where appropriate, under the disadvantaged set-aside funds.

D. Districts shall submit to the State Department of Education each year their application for and plan for use of these funds. These plans shall be shown on the Local Application.

E. Federal funds made available to the State shall be used to support efforts in State institutions and eleemosynary organizations, as well as school districts. The current level of Federal funding allocated to State institutions shall continue through 1982.

F. Districts unable to serve all identified vocational needs of disadvantaged persons within their allocated portion of the twenty percent (20%) set-aside shall be eligible for forfeited portions of funds from other districts. Funds shall be reallocated on a competitive basis.

G. Federal and matching State and/or local funds of this set-aside may only be used to pay excess costs to enable students to succeed in their vocational education. Excess costs have been interpreted to mean the full cost of a separate program (self-contained or institutionalized); only the supplemental cost of students mainstreamed into regular classes.

III. Policy Statements

A. Major emphasis shall be given, to the maximum degree possible, to assist disadvantaged persons to participate in regular vocational education programs (mainstreaming).

B. Programs for serving disadvantaged students may be offered at all instructional levels: Secondary, Post-Secondary, and Adult.

C. The ultimate responsibility for efficiently providing programs for disadvantaged students that effectively meet their individual needs rests with the local school district or in the case of other eligible recipients, the appropriate agency or institution.

D. Vocational programs for disadvantaged students shall be coordinated with programs conducted by other State agencies/organizations for disadvantaged persons, to the maximum extent possible.

E. The Local Application shall serve as the primary basis for Statewide planning of vocational education disadvantaged programs (refer to the Application Requirements and Procedures contained in Section IV of this Plan and the Local Application Form in Appendix Section).

G. The first priority for vocational education programs for disadvantaged students shall be job skill training coupled with supplemental assistance on an individual need basis (i.e., reading, math, counseling, etc...). Prevocational programs shall be permitted below the ninth grade for students behind their normal grade levels, provided that only State and/or local funds are used for this purpose. Such programs shall be considered as ungraded and students shall be encouraged to continue in school for appropriate occupational training.

H. Cooperative training shall be utilized for vocational disadvantaged students, wherever possible, and appropriate, in order to assist these individuals in achieving satisfactory personal and social adjustments.

I. Disadvantaged persons who are unable to succeed in regular vocational programs shall qualify for special vocational assistance. Persons who can benefit from regular programs with minor adjustments do not qualify for separate vocational programs.

J. Disadvantaged means:

1. Persons (other than handicapped persons) who:

   a. Have academic or economic disadvantages; and
   b. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

2. Academic disadvantaged, for the purposes of this definition of disadvantaged, means that a person:

    a. Lacks reading and writing skills;
    b. Lacks mathematical skills; or
    c. Performs below grade level.

3. Economic disadvantaged, for the purposes of this definition of disadvantaged, means:

    a. Family income is at or below national poverty level;
    b. Participant or parent(s) or guardian of the participant is unemployed;
    c. Participant or parent of participant is recipient of public assistance; or
    d. Participant is institutionalized or under State guardianship.

K. Minimum enrollments shall not apply to individualized student based special educational provisions and services; only to self-contained classes.

L. School districts are permitted to contract for the service of support persons to assist in specialized educational instructional programs supported under Public Law 94-482.

M. Federal vocational funds shall be used to help persons who cannot succeed in a regular program without special assistance. Districts are encouraged within the resources available to them to assist students to succeed in the least restrictive environment; to provide supplemental help where necessary to an individual student, if at all economically feasible, so the student can progress toward occupational goals in a regular class situation. Only as a last resort should separate classes be organized.

N. Self-contained classes of disadvantaged students will also meet program standards for regular courses except as noted above, and except those requirements relating course credits to diplomas on graduation. Certain students shall be awarded certificates designed and issued by the school district in lieu of diplomas.

O. The number of persons in the limited English-speaking ability (LESA) target group within South Carolina is estimated to be 1,721. The method used in determining this estimate was based on date contained in the "1970 Census of Population: for South Carolina.1/ The methodology involved calculating the total percentage of persons in the Age Group 15-24 for the State (20.0%) from Table 19 - "Single Years of Age by Race and Sex: 1970." This percentage of the State population in the Age Group 15-24 (20.0%) was then applied to the total number of persons in the State having a Mother tongue other than English (less those who did not report, indicated in Table 49) from Table 119 - "Social Characteristics for Counties: 1970,"which resulted in an estimated 8,603 persons. Of these, it was estimated that approximately 20.0% or 1,721 persons were disadvantaged in relation to limited English-speaking ability. This estimate of the LESA population group is felt to be reasonable in view of the fact that the majority of persons having a Mother tongue other than English would most likely be above the 15-24 age group category. The estimated number of LESA persons (1,721) was then divided by the total State population in the Age Group 15-24 (519,083) to determine the LESA target population percentages (0.33%). This percentage was finally applied against the set-aside funds for the disadvantaged to determine the amount of these funds (Refer to Tables 5 and 45) that would be planned for use in providing services to LESA persons.

1/ Source: U. S. Department of Commerce, Bureau of the Census

FY 1979

ANNUAL PROGRAM PLAN

299

IV. Annual (FY 79) Program Plan

A. **Needs Assessment.** Local Applications submitted to the state reflect an estimated 26,000 secondary school students potentially meeting the definition of Public Law 94-482 as disadvantaged. Of these 16 have limited English speaking ability.

B. **Rationale.** Enrollment reports submitted by school districts reflect about 16,000 disadvantaged students being served under the 20% set-aside. Plans to meet these needs in FY 79 reflect about a 20% increase in numbers. No district reported specific activities in support of the limited-English speaking. Letters have been sent to those concerned requesting clarification. A small amount of funds has been planned to address this need.

TABLE 45

VOCATIONAL EDUCATION FOR DISADVANTAGED - 20%

ANNUAL PLAN - FY79

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: To provide appropriate vocational education opportunities to meet the needs of the disadvantaged citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 2,500 the number of disadvantaged youth (as defined in PL 94-482) participating in vocational education programs.	$1,778,773	$933,856	$844,917	1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement.
				2.2 Evaluate 25% of the programs and provide feedback to LEA's.
				2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

TABLE 45 (CONTINUED)

VOCATIONAL EDUCATION FOR DISADVANTAGED LESA

ANNUAL PLAN - FY79

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: To provide appropriate vocational education opportunities to meet the needs of the disadvantaged citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To increase by 16 the number of disadvantaged youth (as defined in PL 94-482) with limited English speaking abilities who participate in vocational education programs.	(5,870)	-0-	-0-	1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement.
				2.2 Evaluate 25% of the programs and provide feedback to LEA's.
				2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

V. Five-Year (1982) Program Plan

A. Needs Assessment. Local applications submitted to the state reflect an estimated 27,000 secondary school students potentially meeting the definition of Public Law 94-482 as disadvantaged. Of these 30 have limited English speaking ability.

B. Rationale. Enrollment reports submitted by school districts reflect about 16,000 disadvantaged students being served under the 20% set-aside. Plans to meet these needs in FY 82 reflect a continuing increase but not at an annual rate of 20%. Part of this results from uncertainty concerning the financial impact of a new state law to equalize educational opportunities. LEA's are not sure how much state money will be available for matching purposes. Activities planned in support of limited English speaking ability students will become better known as FY 79 progresses.

TABLE 46

VOCATIONAL EDUCATION FOR DISADVANTAGED - 20%

FIVE YEAR PLAN - FY82

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

GOAL: To provide appropriate vocational education opportunities to meet the needs of the disadvantaged citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 2,000 (beyond FY79) the number of disadvantaged youth (as defined in PL 94-482) participating in vocational education programs.				1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement. 2.2 Evaluate 25% of the programs and provide feedback to LEA's. 2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

TABLE 47

VOCATIONAL EDUCATION FOR DISADVANTAGED LESA

FIVE YEAR PLAN - 1982

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agecny: Office of Vocational Education

GOAL: To provide appropriate vocational education opportunities to meet the needs of the disadvantaged citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To increase by 30 (beyond FY79) the number of disadvantaged youth (as defined in PL 94-482) with limited English speaking abilities who participate in vocational education programs.				1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement.
				2.2 Evaluate 25% of the programs and provide feedback to LEA's.
				2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

● HANDICAPPED

VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS

I. Philosophy

The fundamental principle underlying the system of vocational education for handicapped persons in South Carolina is to effectively provide occupational skill training and supportive services that are consistent with State Manpower requirements and the identified needs of secondary/adult student populations to be served. The system is dedicated to helping each individual: overcome or minimize to the greatest extent possible their particular handicapping condition; realize their vocational objective; and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires, and potential abilities. Vocational education programs are open to all handicapped individuals and function to serve all qualified persons without regard to sex, race, social status, or any other areas of potential discrimination.

II. Funding Policies

Basic Grant Set-Aside (10%)

A. Funds are made available under Section 102(a) of the Education Amendments of 1976 to provide for programs for handicapped students. The amendments also stipulate that a maximum of fifty percent (50%) Federal support is available for these programs. Hence, a combination of State/local funds shall match the Federal portion.

B. A minimum of ten percent (10%) of Section 102(a) of the basic Federal allocation shall be used to support programs for 50% of the cost for handicapped students.

C. Districts shall submit to the State Department of Education each year their application for and plan for use of 10% of allocated vocational funds.

D. Federal funds made available to the State shall be used to support efforts in local educational agencies and State institutions and eleemosynary organizations, as well as school districts. The current level of Federal funding allocated to State institutions shall continue through 1982.

E. Districts unable to serve all identified vocational needs of handicapped persons within their vocational allocation of funds shall be eligible to apply for funds which other districts may have forfeited which must be spent for handicapped programs. Funds shall be reallocated on a competitive basis.

F. Federal and matching State and/or local funds of this set-aside may only be used to pay excess costs to enable students to succeed in their vocational education. Excess costs have been interpreted to mean the full cost of a separate program (self-contained or institutionalized); only the supplemental cost of students mainstreamed into regular classes.

III. Policy Statements

A. Major emphasis shall be given to the maximum degree possible to assist handicapped persons to participate in regular vocational education programs (mainstreaming).

B. The ultimate responsibility for efficiently providing programs for handicapped students that effectively meet their individual needs rests with the local school district or in the case of other eligible recipients, the appropriate agency or institution.

C. Vocational programs for handicapped students shall be coordinated with programs conducted by other State agencies/organizations for handicapped persons, to the maximum extent possible.

D. The Local Application shall serve as the primary basis for State-wide planning of vocational education handicapped programs.

E. Measurable objectives shall be established to meet the individual needs of each handicapped student participating in a vocational education program.

F. The first priority for vocational education programs for handicapped students shall be job skill training coupled with supplemental assistance on an individual need basis (i.e., reading, math, counseling, etc...). 1/

G. Cooperative training shall be utilized for vocational handicapped students, wherever possible and appropriate in order to assist these individuals in achieving satisfactory personal and social adjustments.

H. Local school districts shall be responsible for the administration of handicapped programs funded under Public Law 94-482 to eleemosynary organizations located within their respective geographical area.

I. The identification of individuals as "handicapped" and their vocational training shall be conducted in accordance with established State and Federal laws (The Education of the Handicapped Act - Public Law 94-142, Vocational Rehabilitation Public Laws 93-112 and 93-516, etc...), and guidelines/requirements of the Office of Programs for the Handicapped, State Department of Education. (See Procedures for Survey, Screening Evaluation, Placement, and Dismissal of Children Into/Out of Prgrams for the Handicapped.)

J. Persons eligible to participate in programs for the handicapped shall be unable to succeed in regular vocational programs.

K. Handicapped means:

   1. A person who is:

      (a) Mentally retarded;
      (b) Hard of hearing;
      (c) Deaf;
      (d) Speech impaired;
      (e) Visually handicapped;
      (f) Seriously emotionally disturbed;
      (g) Crippled (orthopedically impaired);
      (h) Other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment; and

---

1/ Deleted last two sentences.

2. Who, by reason of the preceding:

   (a) Requires special education and related services, and
   (b) Cannot succeed in the regular vocational education program without special educational assistance; or
   (c) Requires a modified vocational education program.

L. Program standards for regular vocational courses (pages 133-150) of this document will also apply to handicapped classes.

M. To assure compliance with Public Law 94-142 the review process includes that a designated representative of the Office of Handicapped, State Department of Education, recommend approval of each application serving handicapped students. When local applications are reviewed by vocational districts and state program personnel, the portions addressing handicapped students shall be forwarded to the Office of Handicapped Programs. When an application is recommended for approval by the State Consultant for Special Programs and a representative of the Handicapped Office, the application shall be forwarded to the Chief Supervisor, Program Planning and Development, Office of Vocational Education.

N. Minimum enrollments shall not apply to individualized student based special educational provisions and services; only to self-contained classes.

O. School districts are permitted to contract for the service of support persons to assist in specialized educational instructional programs supported under Public Law 94-482.

P. These Federal vocational funds shall be used to help persons who cannot succeed in a regular program without special assistance. Districts are encouraged within the resources available to them to assist students to succeed in the least restrictive environment; to provide supplemental help where necessary to an individual student if at all economically feasible in order to progress toward occupational goals in a regular class situation. Only as a last resort should separate classes be organized.

Q. Self-contained classes of handicapped students will also meet program standards for regular courses except as noted above, and except those requirements relating course credits to diplomas on graduation. Certain students shall be awarded certificates, designed and issued by the school district in lieu of diplomas.

R. Public Law 94-142 requires that an Individual Educational Program be developed by each LEA for each handicapped student. Programs, services, and activities provided by set-aside funds under Section 110(a) of Public Law 94-482 shall be consistent with these individual programs. On-site evaluations performed by Office of Vocational Education staff members will monitor these individual plans and compare actual programs/services/activities provided with those authorized in the Approved Local Application to assure compliance.

S. Programs for serving handicapped students may be offered at all instructional levels: Secondary, Post-Secondary, and Adult.

T. Each school district shall adopt standard procedures for processing referrals of handicapped students for vocational education from any public or private source. These shall include:

   1. Designation of individual(s) responsible for receiving and processing referrals.

   2. A procedure for providing a vocational assessment for students.

   3. Development of vocational education component of individualized education programs.

IV. Annual (FY 79) Program Plan

A. Needs Assessment. Local Applications submitted to the state reflect an estimated 5,500 secondary school students potentially meeting the definition of Public Law 94-482 as handicapped.

B. Rationale. Enrollment reports submitted by school districts reflect about 3,700 handicapped students being served under the 10% set-aside. Plans to meet these needs in FY 79 reflect about a 20% increase in numbers.

FY 1979

ANNUAL PROGRAM PLAN

TABLE 48

VOCATIONAL EDUCATION FOR HANDICAPPED - 10%

ANNUAL PLAN - FY79

Public Law 94-482, Subpart Two
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: To provide appropriate vocational education opportunities to meet the needs of the handicapped citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 400 the number of handicapped youth (as defined in PL 94-482) participating in vocational education programs.	$889,387	$425,127	$464,260	1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement.
				2.2 Evaluate 25% of the programs and provide feedback to LEA's.
				2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

V. Five Year (1982) Program Plan

A. Needs Assessment. Local Applications submitted to the state reflect an estimated 5,800 secondary school students potentially meeting the definition of Public Law 94-482 as handicapped.

B. Rationale. Enrollment reports submitted by school districts reflect about 3,700 handicapped students being served under the 10% set-aside. Plans to meet these needs in FY 82 reflect a leveling out due to limited availability of matching funds.

TABLE 49

VOCATIONAL EDUCATION FOR HANDICAPPED - 10%

FIVE YEAR PLAN - FY82

Goal: To provide appropriate vocational education opportunities to meet the needs of the handicapped citizens of the state.

Public Law 94-482, Subpart Two
Instuctional Level: Secondary
Agency: Office of Vocational Education

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 300 (beyond FY79) the number of handicapped youth (as defined in PL 94-482) participating in vocational education programs.				1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement.
				2.2 Evaluate 25% of the programs and provide feedback to LEA's.
				2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

●WORK STUDY

WORK STUDY PROGRAMS

I. Philosophy

The State Board of Education considers the work study program a part of the total program of vocational education. The program is designed to provide financial assistance to eligible students through a work study program to remain in school to complete their vocational objective.

II. Funding Policy

Federal vocational funds allocated to local educational agencies and institutions under Subpart 2 may be used to fund work study programs.

III. Policy Statements

Funds shall be expended solely for the payment of compensation to students employed pursuant to work study programs approved by the State Board which meet these requirements:

A. The work study program shall be administered by qualified personnel of the local education agency and made reasonably available, within the limitation of funds, to all qualified youth in the area served by such agency. The cost of administration of the work study program shall be supported with non-Federal funds.

B. Students shall be enrolled in school and in need of compensation to begin or continue in a vocational education program approved by the State Board, or be unemployed and out of school, but accepted for enrollment as a full-time student in a vocational education program approved by the State Board.

C. Students shall be at least fifteen and less than twenty-one years of age at the date employment begins, except that a student who reaches the age of twenty-one while enrolled in the training program shall be considered eligible to continue in the training program until his vocational objective is achieved providing all other criteria for eligibility continue to be satisfied.

D. Students shall have and continue to maintain no less than an average grade in vocational courses and no less than a passing grade in other school subjects in which enrolled, except under unusual circumstances.

E. Students shall have realistic vocational objectives as determined by the results of standardized achievement tests and vocational interest inventories and by records of grades in their previous school courses.

F. Students shall maintain a satisfactory standard of job performance.

G. Limitations on hours of employment and compensation during an academic year or its equivalent shall be the maximum of 20 hours in any week during which classes in which the student is enrolled are in session and at a rate which does not exceed the hourly rate prevailing in the area for persons performing similar duties.

H. Employment shall be for a local educational agency or some other Federal, State or local public agency or institution pursuant to a written arrangement between the local educational agency and such other agency or institution. Employment shall be consistent with labor and insurance requirements in the employment of youth and, to the greatest extent possible, shall be such as to utilize the students' interests and abilities and assure a variety of educational and vocational experiences. The work shall be adequately coordinated and supervised, and shall not supplant present employees of the institution or agency who perform such work.

I. Employment by a Federal agency or institution shall not cause the student to be considered a Federal employee for any purpose, and the written agreement between the local educational agency and the Federal agency or institution shall so state.

J. Work study programs will be evaluated as part of the total vocational program.

K. In each fiscal year during which the work study program remains in effect, the local educational agency shall expend (from sources other than payments from Federal funds under this section) for the employment of its students (whether or not the employment is an area eligible for assistance under this section) an amount that is not less than its average annual expenditure for work study programs of a similar character during the three fiscal years preceding the fiscal year in which its work study program is approved.

IV. Needs Assessment:

A. Because the Work Study funds are included in the Basic allocation of Subpart 2 funds, each LEA is responsible for individual needs assessments based on funds available.

Rationale:

B. Funds are budgeted for a Work Study program based upon 23 requests submitted on the Local Plans for Vocational Education totaling 348 students.

TABLE 49A

VOCATIONAL EDUCATION FOR WORK STUDY

ANNUAL PLAN-FY 1979

Public Law 94-482, Subpart Two
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: To provide appropriate vocational education opportunities to meet the needs of economically disadvantaged students

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 120 the number of Work Study participants (as defined in PL 94-482).	$ 32,799	$ 48,873	$ 15,860	1.1 Provide financial assistance to LEA's. 1.2 Provide technical assistance for operation of the Work Study program. 1.3 Provide assistance in overcoming sex bias and sex stereotyping.

TABLE 49B

VOCATIONAL EDUCATION FOR WORK STUDY

FIVE YEAR PLAN-FY 1982

Public Law 94-482, Subpart Two
Instructional Level: Secondary
Agency: Office of Vocational Education

Five Year Goal: To provide appropriate vocational education opportunities to meet the needs of economically disadvantaged students

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 200 (beyond FY 1979) number of Work Study participants (as defined in PL 94-482).				1.1 Provide financial assistance to LEA's. 1.2 Provide technical assistance for operation of the Work Study program. 1.3 Provide assistance in overcoming sex bias and sex stereotyping.

●COOPERATIVE PROGRAMS

328

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

I. Philosophy

Cooperative education is a program in vocational education for students, who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. An effective program developed through the cooperative efforts of the school and the business and industry community will help students develop both proper work attitudes and skills.

Thus, cooperative vocational education programs are designed to help students to bridge the gap from school to full-time employment. The objectives include:

(1) utilizing business and industry for specialized training,

(2) supplementing classroom experiences with job experience,

(3) developing occupational skills and knowledge through classroom and work experience,

(4) preparing students for full-time employment,

(5) assisting students in adjusting to work routines, and

(6) developing proper work habits and attitudes.

II. Funding Policies

Funds available to the district in their allocation may be used for establishing or expanding cooperative vocational education programs with the participation of public and private employers. Priority for funding cooperative vocational education programs shall be given to local educational agencies in areas that have high rates of school dropouts or youth unemployment. Any Federal funds emcumbered for Cooperative Programs must be expended by a local education agency in accordance with their approved local application.

Cooperative programs shall include provisions assuring that:

1. Funds will be used only for developing and operating cooperative vocational programs as defined below which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from such programs.

2. Necessary procedures are established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative vocational education programs.

3. Provision is made, where necessary, for reimbursement of added costs to employers for on-the-job training of students enrolled in co-

329

operative programs, provided such on-the-job training is related to existing career opportunities susceptible of promotion and advancement and which do not displace other workers who perform such work.

4. Ancillary services and activities to assure quality in cooperative vocational education programs are provided for, such as: supervision, curriculum materials, travel of students and coordinators necessary to the success of such programs, and evaluations.

5. To the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served, whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students.

III. Policy Statements

A. Each cooperative vocational education program shall be under the direct supervision of a full-time properly certified coordinator.

B. The coordinator shall teach a maximum of four periods or 200 minutes daily and have two periods or 100 minutes daily for coordination duties and supervision of students.

C. Each student enrolled in a cooperative vocational education program shall have a schedule of organized and progressive work to be performed on-the-job.

D. Safety instruction shall be given by the school. While on-the-job, the student shall receive safety instruction from and be under the supervision of a qualified representative of the employing organization.

E. Cooperative vocational education programs may be terminated at any time to assure the best interest of all concerned.

F. Cooperative vocational education programs shall comply with all Federal, State and local laws and regulations.

G. The employer of a cooperative vocational education student shall provide the coordinator with an evaluation of the student's progress, adaptability, and attitude each grading period.

H. All students enrolled in cooperative vocational education programs must be at least sixteen (16) year of age.

I. All cooperative vocational education programs shall relate to existing career opportunities.

J. Students enrolled in cooperative vocational education programs shall not displace other workers who perform such work.

K. The employer of cooperative vocational education students shall employ and compensate the student in conformity with Federal, State and local regulations and in a manner not resulting in exploitation of the student for private gain.

L. A written training agreement shall be drawn up for each cooperative vocational education student which sets forth the following: (1) specific training time schedule; (2) that employment is incidental to training; (3) that the student is under the direct and close supervision of a qualified and experienced person; (4) that proper safety precautions are followed while on-the-job; and (5) that on-the-job training contributes to the student's development of occupational skills.

M. The cooperative vocational education student shall be given the opportunity to progress through the various phases of the occupation while receiving on-the-job training.

N. Eleventh and twelfth grade students enrolled in cooperative programs in agricultural education, distributive education, occupational home economics, and trade and industrial education shall receive one unit of credit for approved on-the-job training in addition to two credits for two hours of class. No more than three credits shall be acquired yearly.

O. In cooperative programs in office occupations, only seniors may participate in the on-the-job training. One unit of credit shall be awarded for this training.

IV. The needs assessment, rationale, goals, objectives and strategies for Cooperative Programs are included under the Secondary Occupational Program Section.

● ENERGY EDUCATION

ENERGY EDUCATION

Sec. 123. The State Board for Technical and Comprehensive Education, through its Act 654, is responsible for the post-secondary educational institutions providing vocational-technical programs of training in South Carolina.

I. Philosophy

The continuing thrust of the post-secondary technical colleges/centers in South Carolina is to provide relevant training for adults who can benefit, and to meet identified employment opportunities. New and emerging occupations, as well as changing technology, are constantly reviewed for beneficial program change.

II. Policy Statements

1. Since there is no identified resources of "coal" in South Carolina, the training emphasis shall be on other alternate sources of energy available.

2. Special emphasis shall be given to develop adequate training programs in "Solar Energy" to meet the industrial and commercial pre-employment and re-training needs.

3. Allocation of available financial resources under "Section 120" of Public Law 94-482 and other sources shall be allocated to eligible recipients on the basis of identified need and capability to meet the program educational and training requirements.

● CONSTRUCTION

● CONSTRUCTION AND OPERATION
OF RESIDENTIAL
VOCATIONAL SCHOOLS

334

CONSTRUCTION

I. Philosophy

The basic principle underlying the construction, expansion, alteration, and remodeling of vocational education facilities is to provide a network of facilities readily accessible to secondary and adult students throughout South Carolina designed to meet individual occupational career objectives and State manpower needs.

II. Policies

A. The State Department of Education may initiate, approve, or undertake such projects as deemed necessary by the State Board of Education to provide adequate facilities necessary for vocational education programs.

Upon recommendation by administrative personnel and supported with evidence of the need, the State Board may cause projects to be undertaken under authority of the State Board for the construction, acquisition, expansion and alteration of State vocational education school facilities. The authority for any necessary action may be delegated by the State Board to the Director, Office of Vocational Education or to other appropriate administrative or supervisory personnel as deemed appropriate by the Board.

B. Any local educational agency may request Federal and/or State financial assistance from the State Board for necessary construction projects, including acquisitions, expansion, and alteration of facilities. Requests shall be forwarded to the Director, Office of Vocational Education, who shall, together with appropriate staff, review requests to ascertain such items as the following:

1. Adequacy of present facilities;
2. Number of students to be served by new or improved facilities;
3. Relative ability of the school district to support construction of facilities from local sources;
4. Other criteria as may be appropriate.

The appropriate staff, together with the Director, Office of Vocational Education shall formulate recommendations concerning each request for the State Board. The State Department of Education shall enter into written agreement with local educational agencies for approved projects and shall supervise and periodically report to the State Board the results of any approved construction projects.

C. A school having an on-site sewage disposal system and on-site portable water supply system shall have such system reviewed, inspected and approved by the State Board of Health. It shall be the responsibility of the architect or engineer preparing plans for the project to see that standards relating to sanitation and to the protection of public health and safety are observed.

D. Construction of vocational education facilities shall include:

1. Classrooms and Related Facilities

   Adequate classrooms and related facilities will be constructed in any vocational facility to meet the needs of the program offering and in accordance with established State Board standards and guidelines.

2. Initial Equipment

   Basic instructional equipment will be furnished for all new laboratories (shops) that are constructed, within the limits of available funds, by the Office of Vocational Education.

3. Interest In Lands On Which Such Facilities Are Constructed

   The school district shall have fee simple title to lands on which facilities are to be constructed. The land for a facility shall have approval for construction by the State Board of Education. The land shall either be paid for by the district or purchased with vocational appropriations.

4. Site Work and Site Improvements

   Site work, including site improvements such as walks, drives, grading, grassing and such, shall be a part of the overall construction contract.

E. All facilities constructed for vocational education shall provide for equal access to all persons without regard to sex, race or any other area of potential discrimination, and shall be designed to make all parts of the building accessible to the physically handicapped.

F. Area vocational education school facilities constructed under provisions of Public Law 94-482 must meet the requirements of Subpart K - "Construction Requirements" in the General Education Provisions and Regulations, 45 CFR 100 b. 155 through 100 b. 192. The facility must also meet the requirements of the Architectural Barriers Act of 1968, 45 U. S. C. 4151, pertaining to standards for design, construction and alteration of buildings.

III. Procedures

A. New Buildings, Acquisition, Expansion, Remodeling, and Alteration of Existing Buildings

The minimum space requirements for vocational facilities -- as recommended by the Office of Vocational Education -- must be met in accomplishing any construction/expansion activity cited above. Also, any vocational facility must meet the South Carolina School Facility and Construction Guide requirements, where applicable.

B. Architectural Services

Architectural services are contracted for by the local school districts. The fees for these services are determined between the school district and the architect are usually based on a percentage of the construction cost.

C. Responsibilities

The ultimate responsibility for establishing the need for the construction of a vocational facility rests with the local education agency. After the need has been established, the Office of Vocational Education is responsible for making recommendations to the Office of School Planning and Building and for supplying technical assistance in: site selection, laboratory space requirements, layout of facility, securing Federal wage determination when applicable, and placement in architect's specifications prior to advertising for bids, receive and secure proper documents from local districts and architects. Also the Office of Vocational Education provides technical assistance to the local educational agency during construction and, when construction is completed, assists the Office of School Planning and Building with the making of a final inspection. The Office of School Planning and Building is responsible for approval of all buildings used for Secondary Education in South Carolina.

Construction and Operation of Residential Vocational Schools

I. Policy Statement

Because of the availability of facilities to provide vocational training, there is no need for the construction of residential vocational schools in the State at this time.

FY 1979

ANNUAL PROGRAM PLAN

338

1979

ANNUAL GOAL:

To make vocational training readily accessible to the student population served in all geographical areas throughout the state.

OBJECTIVES:

To lend assistance in the building of vocational centers, center expansions, vocational high school wings and expansions of high school vocational wings.

STRATEGY:

1. Lend technical assistance and support to any county, school district or vocational center which desires help in building vocational facilities.
2. The Director of Vocational Education works with school personnel and State legislators to secure funds for vocational facilities for those school personnel desirous of help.
3. Expansions are being made to vocational centers and vocational high school wings to meet the demand of business and industry.
4. Centers and vocational wings to high schools should begin to make plans to update and be responsive to the needs of handicapped students.

IV. NEEDS ASSESSMENT RATIONALE:

A network of fifty-six (56) modern area vocational centers are presently in operation to make vocational training readily assessible to the student population served in all geographical areas throughout the state.

Construction projected for the period FY 1979-1982 will consist primarily of expansions, additions and upgrading existing facilities. These projects will be required to meet the need for increased capacity due to larger enrollments and to provide vocational training in new/emerging occupations.

TABLE 50
VOCATIONAL FACILITIES CONSTRUCTION ANNUAL PLAN
FY 1979 GOALS

NAME OF VOCATIONAL FACILITY AND LOCATION	FEDERAL FUNDS	STATE FUNDS	LOCAL FUNDS	MISCELLANEOUS FUNDS	TOTAL FUNDS
VOCATIONAL CENTERS					
Florence County Timmonsville Vocational Center Florence District #4	- None -	300,000	100,000	- None -	400,000
Lancaster County Indianland Area Vocational Center	- None -	800,000	266,666	- None -	1,066,666
EXPANSIONS VOCATIONAL CENTERS					
Clarendon County Clarendon County Area Vocational Ctr. Manning, S. C.	- None -	200,000	66,666	- None -	266,666
Dillon County Dillon County Area Vocational Center Dillon, S. C.	- None -	300,000	100,000	- None -	400,000
Chester County Chester County Area Vocational Center Chester, S. C.	- None	126,000	42,000	- None -	168,000
Sumter County Sumter County Area Vocational Center Sumter, S. C.	- None -	300,000	100,000	- None -	400,000
VOCATIONAL WINGS TO HIGH SCHOOLS					
Orangeburg County Orangeburg District #6 North High School	- None -	200,000	66,666	- None -	266,666

TABLE 50 (Continued)

NAME OF VOCATIONAL FACILITY AND LOCATION	FEDERAL FUNDS	STATE FUNDS	LOCAL FUNDS	MISCELLANEOUS FUNDS	TOTAL FUNDS
Richland County Richland District #1 Columbia, S. C.	- None	600,000	200,000	- None -	800,000
TOTALS	- None -	2,826,000	941,998	- None	3,767,998

TABLE 51
VOCATIONAL FACILITIES CONSTRUCTION FIVE YEAR PLAN
FY 1982

NAME OF VOCATIONAL FACILITY AND LOCATION	FEDERAL FUNDS	STATE FUNDS	LOCAL FUNDS	MISCELLANEOUS FUNDS	TOTAL FUNDS
EXPANSIONS VOCATIONAL CENTERS					
Chester County Chester County Area Vocational Center Chester, S. C.	- None -	400,000	133,333	- None -	533,333
Darlington County Darlington Career Center Darlington, S. C.	- None -	175,000	58,333	- None -	233,333
VOCATIONAL WINGS TO HIGH SCHOOLS					
Florence County North West High School Florence, S. C.	- None -	400,000	133,333	- None -	533,333
TOTALS	- None -	975,000	324,999	- None -	1,299,999

●SEX EQUALITY

SEX EQUALITY IN VOCATIONAL EDUCATION

I. Philosophy

The State Department of Education supports the belief that persons of both sexes should have ready access to vocational training or retraining which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to meet their needs, interests, and ability to benefit from such training. This training should be for persons of all ages, and in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools to the degree that funds and facilities are available.

II. Funding Policy

The State Department of Education shall reserve $50,000 from the State's Basic Grant in each fiscal year to assist the Office of Vocational Education in carrying out the purpose of the Act to develop and carry out vocational education so as to overcome sex discrimination and sex stereotyping.

III. Policies and Procedures

A. General

The South Carolina State Department of Education affirms and supports the policies required by Title IX of the Educational Amendments of 1972 and PL 94-482 concerning the elimination of sex discrimination and sex bias in its educational programs and activities and its employment policies.

B. Specific

1. The State Department of Education shall assign full-time personnel to the Office of Vocational Education, to assist in the elimination of discrimination on the basis of sex, as stipulated in Public Law 94-482. The Office of Vocational Education is assigned the following responsibilities:

   (a) to take the necessary action to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs, including assisting the State Board [illegible] publicizing the public hearing on the State Pl[illegible] in accordance with 104.165 (a);

   (b) to conduct the activities required in the gathering, analysis, and dissemination of data on the status of men and women students and employees in vocational education programs in South Carolina;

   (c) to develop and support the actions required to correct any problems indicated by the activities described in (b), including creating an awareness of the Title IX complaint process.

(d) to review local applications and distribution of grants to projects assisted under Public Law 94-482 to assure that the interests and needs of women are addressed in these projects;

(e) to review all vocational programs (including work-study programs, cooperative vocational education programs, and placement of students who have successfully completed vocational education programs) in the state for sex bias;

(f) to review and submit recommendations to the Deputy superintendent for Instruction for overcoming sex stereotyping and sex bias in vocational education programs for the Five-Year and Annual Program Plan, and to provide the Commissioner with the required statements of assurance of opportunity for review;

(g) to assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women;

(h) to make available to the State Board, the State and National Advisory Councils on Vocational and Technical Education, the State Commission on the Status of Women, the Commissioner, and the general public, information on the status of women in vocational education in the State;

(i) to monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

(j) to review the self evaluations required by Title IX.

2. The Sex Equality portion of the State Plan has been developed in coordination with appropriate agencies and organizations concerned with the status of women in vocational training.

3. All vocational fund applicants shall provide assurance on local and grant applications that vocational programs and projects are in compliance with all Federal and State regulations concerning equal access for both sexes.

4. Career education training in grades K-12 shall include specific activities designed to make youth aware of career opportunities without reference to sex.

5. The State Department of Education recognizes that the ultimate responsibility for assuring equal access of both sexes and for overcoming sex stereotyping and sex discrimination in vocational education programs rests with the local school boards and area technical education commissions in South Carolina.

6. Each local education agency shall develop an affirmative plan of action that will assure an equal occupational training opportunity for all students regardless of sex.

7. TEC, the post-secondary vocational education program in the State, shall appoint someone to work with the sex equity consultant in carrying out the (10) ten mandated functions of the full-time personnel for sex equity as outlined in PL 94-482.

C. Other State Personnel Action

1. Coordinated Effort:

Other State Vocational Education personnel will support and cooperate with personnel assigned by the State Department of Education for the purpose of assisting in reducing sex stereotyping and sex discrimination in vocational education programs, and will conduct their activities as required to produce a coordinated effort toward this end.

2. Personnel Training:

Pre-service and in-service training will include procedures and strategies for overcoming sex stereotyping and sex discrimination in vocational programs.

3. Curriculum Materials:

Positive action will be taken by all vocational personnel to select and use only curricula materials that, on balance, are free of sex bias and sex-role stereotyping.

4. Total Effort:

Overcoming sex stereotyping and sex discrimination in vocational education will be a total State effort and will be addressed by all vocational education programs and activities.

D. Local Actions

1. Equal Access:

All vocational education programs shall be reviewed to assure that they provide equal access for both sexes.

2. Awareness of Non-Discrimination:

Information provided to potential vocational education students or personnel shall include statements that the program or position is available to eligible recipients of either sex.

3. Recruitment:

Students shall be recruited by local educational agencies for vocational programs without regard to sex, except where admission has previously been limited to one sex, in which case positive action shall be taken to recruit individuals from the opposite sex.

4. Course Content:

Both sexes should be accorded equal treatment and experience in all vocational courses and programs.

5. Guidance and Counseling:

Guidance and counseling services shall be provided without bias toward either sex. Positive action shall be taken to eliminate sex stereotyping in student selection of vocational education courses.

6. Work Experience:

Cooperative arrangements between educational agencies and employers of cooperative students will exist only with those employers who do not discriminate against employees on the basis of sex.

7. Prerequisite and Test Scores:

Prerequisite requirements, selection of tests, and interpretation of test scores utilized in referral or placement of students in vocational programs shall not discriminate on the basis of sex.

8. Student Organizations:

Student organizations related to vocational programs shall be open to students of both sexes.

E. Incentives to Local Educational Agencies for the Elimination of Sex Bias and Sex-Role Stereotyping

1. Local educational agencies which demonstrate significant progress in eliminating sex bias and sex-role stereotyping in vocational education programs, as evidenced by the evaluation of enrollment data collected by the Office of Vocational Education, will receive statewide publicity via State newspapers, State Vocational Education publications, and television coverage (for outstanding achievements), and/or a recognition plaque or other appropriate award.

2. Federal funds under Subpart 3 of Public Law 94-482 will be made available, on a request for proposal (RFP) - grant award basis, for projects (Research, Innovative/Exemplary, Curriculum Development, and Personnel Training) to support activities which show promise of overcoming sex bias and sex-role stereotyping in vocational education. Priority for funding will be given to those applicants that make provision for the involvement of representation of the Business/Industrial sector and include cooperative education programs for providing students with non-traditional work experiences.

3. Local educational agencies submitting outstanding affirmative action plans to eliminate sex bias and sex-role stereotyping, as contained

in the Local Application for Federal and State for Vocational Education, based on the comprehensiveness of these action plans, will be granted additional Federal funds to assist in carrying out their plans. Any plan under consideration, must be received by the deadline set by the Office of Vocational Education and specified in local applications, (b) be capable of replication, (c) include measurable objectives, (d) show evidence of organizational commitment, (e) include appropriate evaluation procedures, and (f) show evidence that a reasonable percentage of students will be reached.

4. Any person or LEA under consideration for any type of grant award, given under Subpart 3 of Public Law 94-482 by the Office of Vocational Education, will have made a contribution to eliminating sex bias and sex-role stereotyping in vocational education.

5. Contracts for the purpose of funding exemplary and innovative projects shall give priority to programs and projects designed to reduce sex stereotyping in vocational education.

NEEDS ASSESSMENT

Secondary Level

Of a total vocational enrollment of 146,957 students, 73,175 or approximately 50% are females. More than half of all the females are enrolled in consumer and homemaking and office occupations. Together, these two programs comprise 54,445 or 74.4% of all of the female enrollees in vocational education. Vocational programs, then, continue to be divided across traditional sex role lines.

In spite of the enactment of Title IX and Public Law 94-482, overall there have not been substantial crossover of students in vocational education programs nontraditional to their sex. Table 52 is reflective of some upward trends, but in many instances these trends do not appear to be significant.

Even among the programs that evidence increases in enrollment of the opposite sex, courses (by six digit O.E. code) are heavily weighted toward those areas that are traditional. For example, the trades and industrial program overall for females is up 18%, a 2% increase over 1976-77; but the courses in which most of this increase is realized, in many instances, are those that traditionally had large female enrollments (i.e. cosmotology, industrial sewing, tailoring). There is, however, a trend toward an increase in females in the automotive body repair and automotive mechanics, which have been traditionally male dominated courses. The most balanced enrollments in the trades and industrial program are graphics communications, 55% female; commercial art, 53% female; and public service occupations, 56% female.

None of the courses (by six digit O.E. code) in health occupations have shown any trend over a three year period toward attracting more males to its' programs. By contrast, the consumer and homemaking programs do show a trend toward attracting males to some of its courses. These include foods and nutrition, housing and home furnishings and consumer education. This trend, however, does not appear to be substantial. The occupational home economics program is attracting males to its' courses in institutional and home management services, food services, and clothing services. In fact, the only course that has evidenced no change over a three year period is occupational home economics experimental.

The agriculture program has increased in female enrollment from 6% in 1975-76 to 12% in 1977-78. Most of this increase is reflected in all agriculture courses except turf and lawn management and agricultural products.

Distributive education has always been the most balanced of all the vocational programs. While this is true overall, there are a few six digit O.E. codes within this program that reflect minimal or no crossover of the opposite sex. These courses are apparel and accessories, 91% female; floristry, 93% female; automotive, 95% male; hardware and building material, 91% male; and petroleum, 91% male.

As mentioned previously, office occupations is one of the vocational programs that has a large predominance of females. The percentage of females enrolled in office occupations has remained at about the same level over a three year period. The most balanced of the office occupations is data processing which is 50% male and 50% female. All of the other courses evidence enrollments of at least 70% female with non-substantial declines, except keypunching, which is 100% female and stenographic, 96% female.

Of the 20,848 students enrolled in prevocational programs, only 4,085 or 20% are female. Yet, females comprise 50% of the total vocational enrollment. This percentage was unchanged from that which was reported in the previous year.

Additionally, local educational agencies have indicated that their greatest needs in eliminating sex bias from vocational education programs lie in the following areas:

(1) Students need more information regarding jobs and lifetime planning.

(2) Teachers, counselors, and administrators do not fully understand PL 94-482 and Title IX and the implications these have for their programs.

Based on these findings, there is an apparent need for additional affirmative steps to be taken to assure that equal vocational education is furnished to all students who desire it.

Post-Secondary Level

Curricula available in the South Carolina Technical Colleges and Technical Education Centers are grouped in nine clusters. Within most clusters each curriculum is designated as an associate degree or diploma program.

Comments relevant to male and female numbers and percentages are stated below according to each TEC cluster as listed in the attached report. (See Table 53.)

Agriculture Technology

In several of the associate degree programs and in one diploma program male-female ratios appear to be favorable. An assessment of recruiting and admissions activity in these programs may provide helpful information that could be used in recruiting more men or women in programs where the ratio is not as favorable.

Business Technology

As the data reveal, most business programs attract males and females in almost equal numbers. Though several programs may show an inordinate number of either sex, except for secretarial curricula, this condition in the 1978 report does not necessarily establish a pattern. Next year the percentages could well be reversed. Therefore, the only programs that deserve special attention at this time are associate degree and diploma curricula in the secretarial fields.

Engineering Technology

In the engineering technologies there is a need to attract women in most all programs. Some effort has already been generated in this direction. Attracting more female students to these technologies should result in creating a new work force where a recognized need exists and where the employment climate for female employees is generally very favorable.

Health

Except for Respiratory Therapy, percentages of male students in health related careers have been traditionally low. To reverse this trend will require a lot of support from employers in these fields. In some instances occupational titles probably should be changed, because historically, they have been automatically associated with females and, therefore, are sexist titles.

Industrial/Occupational

To attract females in most of these programs will require a lot of cooperation between industry and education. As the schools develop promotional materials and procedures to attract females the industry will have to provide appropriate incentives and inducements.

Public Service

There has been a national interest in supporting female employment in the various job opportunities associated with Criminal Justice. As a result, the numbers of females enrolling in this program is destined to increase significantly. Salaries in Child Care Assistant and Child Care Worker are very low; therefore, it is necessary to face reality in assessing these programs. Since salaries are low and since the principal bread winner in most families is male, attracting men to enroll in them will be difficult.

Arts and Science
Career Development
Undetermined

No assessment statement is needed in the above three clusters. The Arts and Science programs have favorable male-female ratios. People designated as Career Development or Undecided students usually are temporarily unsure of their occupational goals and are taking career exploratory courses and activities.

TABLE 52 VOCATIONAL EDUCATION ENROLLMENT COMPARISON
FY 1976 to FY 1978

O. E. CODE	COURSE NAME	1975-76 ENROLLMENT			1976-77 ENROLLMENT			1977-78 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female	Total	Female	% Female
	AGRICULTURE									
01.01	Agricultural Production	7,912	291	4	2,770	142	5	2,686	172	6%
01.0101	Livestock Management	-	-	-	128	19	15	325	85	26%
01.0102	Agricultural Science	-	-	-	3,902	359	9	4,030	497	12%
01.0104	Ag. Product. Bus. Managmt.	-	-	-	1,123	25	2	1,337	63	5%
01.02	Ag. Sales and Services	72	0	0	151	27	18	108	29	27%
01.03	Agricultural Mechanics	1,906	20	1	1,814	36	2	1,841	50	3%
01.04	Agricultural Products	362	17	5	218	15	7	134	2	1%
01.05	Ornamental Horticulture	1,695	426	25	1,560	453	29	1,632	538	33%
01.0502	Floriculture	-	-	-	34	21	62	10	7	70%
01.0506	Turf & Lawn Management	-	-	-	74	6	8	126	4	3%
01.06	Enviro. & Nat. Resour. Oc.	162	20	12	133	33	25	87	40	46%
01.07	Forestry	455	13	3	334	20	6	152	19	12%
01.0703	Pulpwood Harvesting	-	-	-	109	3	3	188	5	3%
01.99	Ag. Experimental	-	-	-	67	16	24	29	7	24%
	DISTRIBUTIVE EDUCATION									
04.01	Advertising Services	212	129	61	116	62	53	186	116	62%
04.02	Apparel & Accessories	579	509	88	705	630	89	702	638	91%
04.03	Automotive	201	19	9	207	12	6	270	13	5%
04.04	Finance & Credit	92	68	74	65	52	80	123	97	79%
04.05	Floristry	44	37	84	55	44	80	57	53	93%
04.06	Food Distribution	349	152	44	328	166	51	474	279	59%
04.07	Food Services	416	298	72	481	359	75	584	424	73%
04.08	General Merchandise	1,929	1,144	59	1,280	835	65	1,187	797	67%
04.09	Hardware, Building Mat.	82	16	20	45	7	16	58	5	9%
04.10	Home Furnishings	95	80	84	126	99	79	138	107	78%
04.11	Hotel & Lodging	70	29	41	46	17	37	116	58	50%
04.12	Industrial Marketing	47	13	28	111	48	43	88	35	40%
04.13	Insurance	37	22	59	30	9	30	25	13	52%
04.14	International Trade	71	4	6	8	2	25	9	4	44%
04.15	Personal Services	222	181	82	220	159	72	339	251	74%
04.16	Petroleum	35	3	9	61	5	8	56	6	11%
04.17	Real Estate	30	10	33	36	13	36	40	15	38%
04.18	Recreation & Tourism	131	68	52	98	46	47	168	68	40%
04.19	Transportation	109	24	22	123	28	23	152	62	41%

TABLE 52 (Continued)

VOCATIONAL EDUCATION ENROLLMENT COMPARISON
FY 1976 to FY 1978

O. E. CODE	COURSE NAME	1975-76 ENROLLMENT			1976-77 ENROLLMENT			1977-78 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female	Total	Female	% Female
	Dis. Ed. (continued)									
04.20	Retail Trade, Other	520	334	64	1,011	645	64	779	422	54%
04.31	Wholesale Trade, Other	54	32	59	116	43	37	117	52	44%
	HEALTH OCCUPATIONS									
07.0101	Dental Assisting	-	-	-	-	-	-	4	4	100%
07.0302	Practical Nursing	405	396	98	421	412	98	386	371	96%
07.0303	Nursing Assistant	201	197	98	308	291	94	217	204	94%
07.99	Health Occupations	645	601	95	674	611	91	792	718	91%
	CONSUMER & HOMEMAKING									
09.0101	Advan. Consmr. & Homemking	17,300	16,592	95	15,935	14,867	93	16,285	14,779	91%
09.0102	Child Development	3,920	3,547	90	4,689	4,211	90	5,173	4,600	89%
09.0103	Clothing & Textiles	5,402	5,224	97	5,540	5,177	93	5,691	5,274	93%
09.0104	Consumer Education	2,497	1,724	69	2,733	2,027	74	2,717	1,858	68%
09.0106	Family Life Education	7,139	4,401	62	9,017	5,720	63	8,862	5,892	66%
09.0107	Foods & Nutrition	5,677	4,977	88	5,904	4,892	83	6,877	5,535	80%
09.0109	Housing & Home Furnishing	3,076	2,830	92	3,064	2,750	90	2,973	2,606	88%
09.0199	Human Sexuality	638	396	62	547	360	66	859	574	67%
	Consumer & Home Ec. Exp.	-	-	-	429	250	58	836	484	58%
	OCCUPATION HOME ECON.									
09.0201	Child Care Services	733	716	98	634	627	99	706	684	97%
09.0202	Clothing Services	121	59	49	86	81	94	141	126	89%
09.0203	Food Services	1,277	863	68	1,302	854	66	1,513	996	66%
09.0204	Housing & Home Furn. Ser.	50	50	100	53	51	96	110	92	84%
09.0205	Instit. & Home Mgt. Ser.	26	26	100	40	34	85	126	77	61%
09.0299	Occup. Home Ec. Exper.	-	-	-	69	69	100	80	80	100%
	OFFICE OCCUPATIONS									
14.01	Accounting Major	2,438	1,726	71	2,611	1,952	75	3,106	2,311	74%
14.0202	Keypunch Major	123	115	93	187	180	96	97	97	100%
14.0299	Data Processing Major	60	24	40	78	40	51	18	9	50%
14.03	General Clerical Major	22,155	16,657	75	22,760	17,292	76	23,404	17,471	75%
	continued-									

TABLE 52 (Continued)

VOCATIONAL EDUCATION ENROLLMENT COMPARISON
FY 1976 to FY 1978

O. E. CODE	COURSE NAME	1975-76 ENROLLMENT			1976-77 ENROLLMENT			1977-78 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female	Total	Female	% Female
	Office Occup.(continued)									
14.07	Stenographic Major	5,274	4,861	92	4,559	4,284	94	3,896	3,728	96%
14.99	Sr. Intensified Pr. Major	266	256	96	185	180	97	222	213	96%
	TRADES & INDUSTRIAL									
17.01	Air Cond., Ref. & Heating	1,212	7	1	1,247	12	1	1,405	22	2%
17.02	Appliance Repair	149	0	0	163	3	2	135	2	1%
17.0301	Automotive Body Repair	802	4	1	980	13	1	1,185	69	6%
17.0302	Automotive Mechanics	3,546	34	1	3,750	77	2	3,816	125	3%
17.0399	Automotive Services	219	0	0	69	1	1	94	2	2%
17.06	Business Machine Main.	113	14	12	89	11	12	67	6	9%
17.07	Commercial Art	61	26	43	53	19	36	60	32	53%
17.1001	Building Construction	3,138	37	1	3,661	163	4	3,836	212	6%
17.1002	Electricity	2,675	52	2	2,762	84	3	2,577	88	3%
17.1004	Masonry	2,946	51	2	3,212	84	3	3,245	107	3%
	Tilesetting	-	-	-	40	5	12	43	9	21%
17.1005	Painting & Decorating	-	-	-	55	12	22	57	13	23%
17.1007	Plumbing & Pipefitting	483	3	1	601	34	6	704	38	5%
17.1100	Custodial Services	134	11	8	13	2	15	3	0	0%
17.13	Drafting	1,017	118	12	948	133	14	1,152	144	12%
17.1400	Electrical Occupations	-	-	-	-	-	-	4	0	0%
17.15	Electronics	560	23	4	429	24	6	435	29	7%
17.1503	Radio & Television Repair	-	-	-	116	16	14	70	0	0%
17.1601	Dry Cleaning	1	0	0	1	0	0	4	0	0%
17.19	Graphic Communications	915	416	45	1,118	574	51	1,214	673	55%
17.2302	Machine Shop	1,071	15	1	1,114	29	3	1,189	35	3%
17.2304	Metalwork & Fabrication	33	2	6	4	0	0	53	25	47%
17.2305	Sheet Metal	146	1	1	136	3	2	211	11	5%
17.2306	Welding	1,492	15	1	1,635	24	1	1,728	10	1%
17.2601	Barbering	-	-	-	-	-	-	58	2	3%
17.2602	Cosmetology	1,060	1,042	98	982	934	95	1,104	1,055	96%
17.2800	Public Service Occup.	9	8	89	7	7	100	9	5	56%
17.2900	Quantity Food Occupations	49	25	51	23	11	48	12	8	67%
17.2903	Meatcutter	-	-	-	8	0	0	1	1	100%
17.2904	Waiter/Waitress	-	-	-	16	15	94	6	6	100%
17.3100	Small Engine Repair	561	1	1	781	17	2	713	23	3%
	continued-									

TABLE 52 (Continued)

VOCATIONAL EDUCATION ENROLLMENT COMPARISON
FY 1976 to FY 1978

O. E. CODE	COURSE NAME	1975-76 ENROLLMENT			1976-77 ENROLLMENT			1977-78 ENROLLMENT		
		Total	Female	% Female	Total	Female	% Female	Total	Female	% Female
	Trades & Ind. (continued)									
17.3300	Textiles	2,489	1,954	78	676	197	29	665	175	26%
17.3302	Tailoring	-	-	-	135	85	63	102	81	79%
17.3399	Industrial Sewing	-	-	-	1,912	1,814	95	1,996	1,909	96%
17.3601	Cabinetmaking	120	0	0	171	13	8	222	36	16%
17.99	T & I Other (Experimental)	306	103	34	252	74	29	781	260	33%
	PRE-VOCATIONAL									
99.0100	Pre-Vocational	22,975	4,294	19	21,310	4,350	20	20,848	4,085	20%
	INDUSTRIAL ARTS									
99.0400	Industrial Arts	6,292	629	10	5,645	677	12	7,399	1,047	14%
	SUMMARY									
	Agriculture	12,564	787	6	12,417	1,175	9	12,685	1,518	12%
	Distributive Education	5,261	3,172	60	5,268	3,281	62	5,668	3,515	62%
	Health Occupations	1,251	1,203	96	1,404	1,315	94	1,399	1,297	93%
	Consumer & Homemaking	35,555	31,375	88	36,828	31,219	85	36,583	30,616	84%
	Occup. Home Economics	2,207	1,714	78	2,184	1,716	78	2,676	2,055	77%
	Office Occupations	30,316	23,639	78	30,380	23,928	79	30,743	23,829	78%
	Trades & Industrial	25,399	3,963	16	27,195	4,498	16	28,956	5,213	18%
	Pre-Vocational	22,975	4,294	19	21,310	4,350	20	20,848	4,085	20%
	Industrial Arts	6,292	629	10	5,645	677	12	7,399	1,047	14%
	Experimental	(3,384)	(1,134)	34	1,900	525	28	-	-	-
		141,820	70,776	50	144,531	72,684	50	146,957	73,175	50%

TABLE 53

Post-Secondary Enrollments by Sex - FY 1978

	Cluster/Program	OE Code	Male No. & %	Female No. & %	Total
I.	**Agriculture Tech.**				
	Associate Degree (P.S.)				
	Ag. Chem., Mech Tech.	01.0300	33 (97%)	1 (3%)	34
	Agronomy	01.0400	147 (98%)	3 (2%)	150
	Animal & Plant Sci.	01.0100	117 (95%)	6 (5%)	123
	Animal Health Tech.	01.0100	7 (16%)	37 (84%)	44
	Animal Science	01.0100	32 (86%)	5 (14%)	37
	Forestry	01.0700	65 (93%)	5 (7%)	70
	Golf Course Mgt.	04.1800	50 (98%)	1 (2%)	51
	Horticulture (Pom)	01.0500	34 (68%)	16 (32%)	50
	Horticulture Tech.	01.0500	93 (60%)	62 (40%)	155
	Total Assoc. Degree		578 (81%)	136 (19%)	914
	Diploma - Adult)				
	Farm Machinery Tech.	01.0300	1 (100%)	0 (0%)	1
	Horticulture	01.0500	45 (50%)	45 (50%)	90
	Farm Co-op	01.0200	40 (100%)	0 (0%)	40
	Total Diploma		86 (66%)	45 (34%)	131
	Total Agric. Cluster		664 (79%)	181 (21%)	845
II.	**Business Technology**				
	Associate Degree (P.S.)				
	Accounting	14.0100	1375 (48%)	1465 (52%)	2840
	Banking & Finance	14.0100	96 (34%)	184 (66%)	280
	Business Admin.	14.0800	6 (67%)	3 (33%)	9
	Computer Programming	14.0203	294 (58%)	212 (42%)	506
	Data Processing	14.0203	422 (56%)	332 (44%)	754
	Food Service Mgm't	04.0700	35 (50%)	35 (50%)	70
	General Business	14.0300	2308 (71%)	934 (29%)	3242
	Hotel-Motel Mgm't	04.1100	142 (77%)	42 (23%)	184
	Insurance Mgm't	04.1300	71 (56%)	56 (44%)	127
	Legal Asst. Tech.	04.0800	58 (22%)	207 (78%)	265
	Management	14.0800	2954 (85%)	521 (15%)	3475
	Marketing	14.1200	1299 (79%)	351 (21%)	1650
	Medical Unit Mgm't	14.0300	0 (0%)	2 (100%)	2
	Real Estate Mgm't	04.1700	53 (88%)	7 (12%)	60
	Secretarial Science	14.0700	205 (5%)	3897 (95%)	4102
	Transportation Mgm't	04.1900	216 (94%)	14 (6%)	230
	Total Assoc. Degree		9534 (54%)	8262 (46%)	17796

TABLE 53 (continued)

	Cluster/Program	OE Code	Male No. & %	Female No. & %	Total
	Business Tech. (Cont.)				
	Diploma (Adult)				
	Clerical Assistant	14.0300	78 (37%)	131 (63%)	209
	Data Processing Asst.	14.0201	3 (25%)	9 (75%)	12
	Data Processing Mach. Op.	14.0201	14 (28%)	36 (72%)	50
	Fashion Merch.	04.0800	8 (6%)	122 (94%)	130
	General Office	14.0300	74 (4%)	1646 (96%)	1720
	General Secretarial	14.0700	90 (23%)	300 (77%)	390
	Medical Secretarial	14.0300	46 (20%)	185 (80%)	231
	Technical Secretarial	14.0700	2 (1%)	208 (99%)	210
	Total Diploma (Adult)		315 (11%)	2637 (89%)	2952
	Total Business Cluster		9849 (47%)	10899 (53%)	20748
III.	**Engineering Tech.**				
	Associate Degree (P.S.)				
	Architectural Tech.	16.0103	304 (85%)	54 (15%)	358
	Chemical Eng.	16.0105	48 (73%)	18 (27%)	66
	Civil Eng. (Survey)	16.0106	15 (50%)	15 (50%)	30
	Civil Eng. Tech.	16.0106	577 (96%)	23 (4%)	600
	Electrical Eng.	16.0107	404 (99%)	6 (1%)	410
	Electro-Mech.	16.0109	100 (99%)	1 (1%)	101
	Electronics Eng.	16.0108	1122 (97%)	33 (3%)	1155
	Engineering Graphics	17.0700	451 (87%)	67 (13%)	518
	Environment Eng.	16.0110	31 (77%)	9 (23%)	40
	General Eng.	16.9900	256 (90%)	28 (10%)	284
	Industrial Eng.	16.0111	340 (89%)	40 (11%)	380
	Mechanical Eng.	16.0113	596 (99%)	4 (1%)	600
	Nuclear Eng.	16.9900	175 (99%)	2 (1%)	177
	Nuclear-Reac. Oper.	16.9900	57 (95%)	3 (5%)	60
	Safety & Health Eng.	16.0110	83 (94%)	5 (6%)	88
	Total Eng. Cluster		4559 (94%)	308 (6%)	4867
IV.	**Health Cluster**				
	Associate Degree (P.S.)				
	Dental Assisting	07.0101	14 (14%)	85 (86%)	99
	Dental Hygiene	07.0102	0 (0%)	186 (100%)	186
	Dental Lab Tech.	07.0103	72 (64%)	41 (36%)	113
	Extracorporeal Circ.	07.0299	8 (50%)	8 (50%)	16

TABLE 53 (continued)

Cluster/Program	OE Code	Male No. & %	Female No. & %	Total
Health Cluster (cont)				
Histotechnology	07.0299	8 (50%)	7 (50%)	15
Medical Asst. Tech.	07.0904	4 (4%)	105 (96%)	110
Medical Lab. Tech.	07.0203	86 (17%)	419 (83%)	505
Nursing -RN	07.0301	51 (7%)	679 (93%)	730
Opthalmic	07.0600	11 (31%)	24 (69%)	35
Optometric	07.0600	7 (11%)	58 (89%)	65
Physical Therapy Asst.	07.0402	13 (13%)	90 (87%)	103
Radiologic	07.0501	89 (27%)	241 (73%)	330
Respiratory Therp.	07.0903	110 (43%)	145 (57%)	255
Total Degree (P.S.)		473 (18%)	2088 (82%)	2561
Diploma (Adult)				
Certified Lab Asst.	07.0203	0 (0%)	1 (100%)	1
Dental Assistant	07.0101	2 (1%)	193 (99%)	195
Medication Tech.	07.0203	0 (0%)	30 (100%)	30
Nurse-LPN	07.0302	64 (10%)	572 (90%)	636
Surgical Tech.	07.0305	28 (11%)	228 (89%)	256
Total Diploma (Adult)		94 (8%)	1024 (92%)	1118
Total Health Cluster		567 (15%)	3112 (85%)	3679
V. Indus./Occup. Cluster				
Associate Degree (P.S.)				
Aircraft Maint.	17.0400	46 (98%)	1 (2%)	47
Automotive	17.0302	242 (99%)	3 (1%)	245
Building Const.	17.1099	70 (93%)	5 (7%)	75
Chemical Tech.	16.0105	22 (61%)	14 (39%)	36
Climate Control	16.0110	54 (98%)	1 (2%)	55
Commercial Graphics	17.0700	79 (53%)	71 (47%)	150
Electronic Instrument.	16.0112	82 (96%)	3 (4%)	85
Electronics Tech.	16.0108	202 (99%)	2 (1%)	204
General Tech.	16.9900	499 (95%)	26 (5%)	525
Indus. Mgm't.	16.0111	311 (90%)	35 (10%)	346
Ind. Saf. & Health	16.0110	81 (90%)	9 (10%)	90
Machine Tool	17.2303	660 (99%)	10 (1%)	670
Radio & TV Broadcasting	16.9900	48 (68%)	23 (32%)	71
Textile Management	17.330	365 (94%)	25 (6%)	390
Voc./TEC Educ.	16.990	63 (76%)	20 (24%)	83
Wastewater Tech.	16.9902	52 (81%)	12 (19%)	64
Total Degree (P.S.)		2876 (92%)	260 (8%)	3136

TABLE 53 (continued)

	Cluster/Program	OE CODE	Male No. & %	Female No. & %	Total
V.	Indus./Occup. Cluster (cont.)				
	Diploma (Adult)				
	Air Cond./Refrigeration	17.0100	1474 (98%)	15 (1%)	1489
	Auto Body Repair	17.0301	453 (98%)	10 (2%)	463
	Auto Diesel Mech.	17.1200	168 (99%)	2 (1%)	170
	Automotive	17.0302	826 (99%)	6 (1%)	832
	Auto Mechanic	17.0302	859 (98%)	21 (2%)	680
	Barbering	17.2601	39 (58%)	28 (42%)	67
	Boilermaking	17.1099	65 (100%)	0 (0%)	65
	Cabinet Making	17.1001	84 (97%)	3 (3%)	87
	Carpentry	17.1001	265 (93%)	20 (7%)	285
	Chemical Lab. Asst.	07.0203	0 (0%)	20 (100%)	20
	Commercial Sewing	17.3300	2 (1%)	173 (99%)	175
	Const. Mgm't.	17.1099	104 (98%)	2 (2%)	106
	Cosmotology	17.2602	9 (5%)	166 (95%)	175
	Diesel Eqpt. Mech.	17.1200	151 (100%)	0 (0%)	151
	Electrical Instl. & Mt.	17.1400	60 (98%)	1 (2%)	61
	Engineering Aide	16.0106	15 (100%)	0 (0%)	15
	Food Service	04.0700	15 (24%)	48 (76%)	63
	Heavy Equip. Oper.	17.1099	114 (97%)	3 (3%)	117
	Indus. Drafting	17.1300	291 (84%)	55 (16%)	346
	Indus. Electricity	17.1400	766 (99%)	11 (1%)	777
	Indus. Electronics	17.1500	434 (98%)	11 (2%)	445
	Machine Tool	17.2303	585 (97%)	16 (3%)	601
	Maintenance Mech.	17.1099	188 (99%)	2 (1%)	190
	Masonry	17.1004	314 (99%)	3 (1%)	317
	Metal Fabrication	17.2305	40 (89%)	5 (11%)	45
	Pipefitting	17.1007	56 (100%)	0 (0%)	56
	Plumbing	17.1007	35 (100%)	0 (0%)	35
	Plumb. & Pipefitting	17.1007	31 (100%)	0 (0%)	31
	Power Mech.	17.0302	281 (99%)	4 (1%)	285
	Printing	17.1900	70 (81%)	16 (19%)	86
	RCI Electricity	17.1400	34 (100%)	0 (0%)	34
	Sewing Mach. Repair	17.0200	27 (60%)	18 (40%)	45
	Shoe Repair	17.3400	44 (88%)	6 (12%)	50
	Tailoring	17.1600	14 (28%)	36 (72%)	40
	Tool & Die Making	17.2307	240 (96%)	11 (4%)	251
	Truck Driver	04.1900	45 (90%)	5 (10%)	50
	Watchmaking	17.9900	13 (65%)	7 (35%)	20
	Welding	17.2306	1773 (98%)	41 (2%)	1814
	Electronics Serv.	17.1500	369 (97%)	11 (3%)	380
	Total Diploma (Adult)		10353 (93%)	776 (7%)	11129
	Total Ind./Occup. Cluster		13229 (93%)	1036 (7%)	14265

TABLE 53 (continued)

Cluster/Program	OE Code	Male No. & %	Female No. & %	Total
VI. Public Service				
Associate Degree (P.S.)				
Criminal Justice	16.0605	2340 (83%)	480 (17%)	2820
Fire Science	16.0602	196 (98%)	4 (2%)	200
Human Services	07.9900	464 (40%)	697 (60%)	1161
Total Degree (P.S.)		3000 (72%)	1181 (28%)	4181
Diploma (Adult)				
Child Care Asst.	09.0201	5 (3%)	180 (97%)	185
Child Care Worker	09.0201	0 (0%)	45 (100%)	45
Total Diploma (Adult)		5 (2%)	225 (98%)	230
Total Public Service Cluster		3005 (68%)	1406 (32%)	4411
VII. Arts & Science				
Associate Degree				
AA/AS (Total P.S.)	99.0002,3	3262 (56%)	2550 (44%)	5812
VIII Career Development	99.000	1720 (43%)	2280 (57%)	4000
IX. Undetermined	99.0001	113 (47%)	127 (53%)	240
Total All Degree Postsecondary		26115 (60%)	17192 (40%)	43307
Total All Diploma (Adult)		10853 (70%)	4707 (30%)	15560
Total All Tech. Ed. Programs		36,968 (63%)	21899 (37%)	58857

FY 1979
ANNUAL PROGRAM PLAN

TABLE 54

SEX EQUALITY SECTION OF THE ANNUAL PLAN - FY 1979

Annual Goal: To reduce the effects of sex bias and sex-role stereotyping from vocational education programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGY
	FEDERAL	STATE	LOCAL	
1. Inservice education and pre-service education will be provided to LEAs and SEAs in order to address sex bias and sex-role stereotyping in vocational education programs.	$50,000	$ -0-	$ -0-	1. The Sex Equity consultant will assist the Secondary School Guidance Consultants in conducting the sex equity segment of four (4) regional workshops for secondary school counselors. 2. The Sex Equity Consultant will assist the Elementary and Middle School Guidance Consultants in conducting the sex equity segment of sixteen (16) regional workshops for elementary and middle school counselors. 3. Inservice education will be provided for TEC admission officers and counselors by the TEC appointed person. 4. Inservice education will be scheduled annually to assist SEA staff in dealing with sex-role stereotyping in vocational education programs. 5. A packet of material will be developed to assist instructors in pre-servicing vocational education post-secondary students. 6. A packet of material will be developed to assist counselors in pre-servicing vocational education post-secondary students. 7. Technical assistance will be provided to persons in charge of planning workshops by disseminating information regarding programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs.

TABLE 54 (Continued)

SEX EQUALITY SECTION OF THE ANNUAL PLAN - FY 1979

Annual Goal: To reduce the effects of sex bias and sex-role stereotyping from vocational education programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGY
	FEDERAL	STATE	LOCAL	
2. The Office of Vocational Education will reduce sex bias and sex-role stereotyping in curriculum materials.				1. Technical assistance will be provided to LEAs to assist them in evaluating and developing non-sexist curriculum.
				2. Criteria for the development and review of curriculum materials will be developed to assure that grants and contacts for projects and/or programs address the needs of women.
3. The Office of Vocational Education will review vocational education programs in the State for sex bias.				1. By June 30, 1979 data will be collected and reviewed in terms of enrollment, placement for both male and female students, male and female teachers by program area, cooperative education and work-study programs.
				2. The Title IX self-evaluations will be required from LEAs, along with proposed plans to eliminate sex bias in the local application/plan, for 1980.
4. The Office of Vocational Education will create awareness of activities, programs and/or projects designed to eliminate sex bias and sex-role stereotyping.				1. The sex equity consultant, in coordination with the Public Information Coordinator, will promote activities, programs, and/or projects designed to reduce sex bias and sex-role stereotyping by using the vocational education magazine as a medium through which male and female students will be shown in varied roles across occupational areas.
				2. The Title IX complaint process will be publicized.

TABLE 54 (Continued)

SEX EQUALITY SECTION OF THE ANNUAL PLAN - FY 1979

Annual Goal: To reduce the effects of sex bias and sex-role stereotyping from vocational education programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGY
	FEDERAL	STATE	LOCAL	
				3. A book of strategies and activities to eliminate sex bias from vocational education will be compiled, partly by the use of ideas contained in the local application for vocational education.
				4. A library of resource material for the purpose of providing assistance to educational agencies will be composed of audio-visual aids as well as other educational materials to facilitate efforts to eliminate sex bias from vocational education.

FY 1982

FIVE-YEAR PLAN

SEX EQUALITY SECTION OF THE ANNUAL PLAN - FY 1982

Five-Year Goal: To eliminate sex bias and sex-role stereotyping from vocational education programs.

STRATEGIES

1. Inservice workshops will be conducted at strategic locations throughout the State by the sex equity consultant.

2. The sex equity consultant or a consultant who has expertise in developing affirmative action plans and understands how vocational education programs are administered will be brought in to in-service State staff.

3. As a part of the inservicing of vocational teachers, counselors, and administrators, emphasis will be placed on the evaluation and development of non-sexist curriculum.

4. Technical assistance will be provided to persons in charge of planning workshops by disseminating information regarding programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs.

5. Technical assistance will be provided to State supervisors in workshops and/or inservicing that addresses sex bias and sex-role stereotyping.

6. Technical assistance will be provided to local educational agencies and other interested parties in eliminating sex bias and improving vocational opportunities for women.

7. Consultation will be sought from a person from each occupational area to assist in reviewing vocational education programs in the State for sex bias.

8. Procedures will be developed to review all vocational education programs in the State for sex bias.

9. In coordination with the Data Collection Unit, data will be gathered and analyzed concerning the status of male and female students in vocational education.

10. Vocational education programs in the State will be reviewed in terms of enrollment, placement for both males and females, male and female teachers, by program area and cooperative education and work study programs.

11. As a part of the on-site evaluations conducted by the Program Planning and Development Section, the sex equity consultant will participate in at least three.

12. The sex education consultant, in coordination with the Public Information Coordinator, will promote activities, programs, and/or projects designed to reduce sex bias and sex-role stereotyping in vocational education.

13. A filmstrip presentation will be produced.

14. A library of resource material for the purpose of providing assistance to educational agencies will be composed of audio-visual aids as well as other educational materials to facilitate in the effort to eliminate sex bias from vocational education.

● PLACEMENT SERVICES

JOB-PLACEMENT SERVICES

I. Philosophy

Refer to philosophy for Vocational Guidance and Counseling.

II. Funding Policies

A. Primary source for Federal funds for job-placement services is Subpart 3, Guidance and Counseling Program Section, Title II.

B. Eligible recipients desiring to use Subpart 2, Basic Grant, Title II funds for job-placement services must first obtain approval from the State Board of Education in each instance when funds in Subpart 3 or other services in the area (e.g., Job Service) are inadequate. Further, Subpart 2 funds can be used only to place completers of a vocational program.

III. Policy Statements

A. Eligible recipients shall request use of Subpart 2 funds for job-placement as provided in the local application: (1) specifies showing that a minimum of 20 percent of Subpart 3 funds were expended for one or more of the eight activities under guidance and counseling services; (2) a statement from the local Job Service office which states that the Job Service is unable to provide effective job search assistance for students and program completers.

B. The central theme underlying job-placement services in the State of South Carolina is that they are an integral part of vocational guidance and counseling.

IV. Needs Assessment

Refer to needs assessment for Vocational Guidance and Counseling.

TABLE 55

PLACEMENT SERVICES ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 2
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: To make job-placement services available in an effective manner to all vocational program completers without regard to race, creed, color, or sex in order to ensure placement in jobs that are directly related to their vocational training when funding and other services are inadequate in Subpart 3.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
SEE Section: Vocational Guidance and Counseling.	-0-	-0-	-0-	

INDUSTRIAL ARTS

INDUSTRIAL ARTS EDUCATION

I. Philosophy

Industrial arts is a program which provides manipulative and informational experiences in the tools, machines, processes, materials, products, occupations, and organizations of the technological world in which we live. Industrial arts emerges as that program within the education curriculum which seeks to acquaint the young with the nature, potential and problems of a technological society. The following statements reveal the philosophy within which industrial arts exists:

- Industrial arts education has three main goals:
  - to acquaint students with the nature of the culture,
  - to improve society and the environment of man,
  - to aid in the maximization of individual potential.
- The objectives of industrial arts education are in harmony with those of education in general - the industrial nature of the experiences within industrial arts is the unique contribution to meeting these objectives.
- Industrial arts draws its content and methodology from industrial technology and the social implications of the utilization of industrial knowledge, products and services.
- Industrial arts provides for self-realization and self-expression through creative and individualistic experiences in a world where change tends to de-emphasize individuality.
- Industrial arts provides orientation to our technological heritage and environment.

II. Funding Policy

Local educational agencies may use funds allocated under Subpart 2 of Public Law 94-482 for industrial arts programs provided no other funds are supplanted.

III. Policy Statements

A. Industrial arts programs shall be conducted to assist individuals in the making of informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

B. The ultimate responsibility for providing efficient and effective instruction in the industrial arts programs rests with the local school district.

C. All industrial arts programs funded from vocational allocations shall comply with program standards as described under the Secondary Occupational Section.

D. Teachers of industrial arts programs funded with vocational funds shall hold a valid South Carolina Teaching Credential with an industrial arts endorsement. Industrial arts programs funded by the Office of Vocational Education will be under the supervision of the Director, Office of Vocational Education.

PREVOCATIONAL EDUCATION

I. Philosophy

The underlying philosophy of prevocational education is to expose students in grades 9 and 10 to at least six exploratory areas each year in order that they may make a meaningful vocational choice.

Exposure to a variety of careers is important if individuals are to learn their interests and capabilities. The instructional program should meet the needs of students and provide activities that assist them to function as a useful and productive citizen. In addition, the prevocational education program should be flexible to allow for individuality. The program should be designed to help all students to develop to their maximum potential.

Courses in prevocational education should provide learning experiences for both boys and girls. Emphasis should be placed on helping students to explore activities in all vocational courses which might include classes of males and females in pre-vocational education.

The prevocational education program is flexible and designed to meet the needs of students whose educational and occupational experience might be inadequate to prepare them to make a meaningful vocational choice or profit from training provided by vocational centers/comprehensive high schools.

The main objective is to provide an opportunity for the student to explore at least six different areas of vocational instruction with emphasis on communicative, computational and quantitative skills, and occupational information and civic responsibilities in conjunction with skill training. The specific objectives are: 1) To provide hands-on experience for students in at least six exploratory areas; 2) To acquaint students with employment opportunities and life style of at least six occupational areas; 3) To assist students in determining their vocational interests and aptitudes; 4) To acquaint students with the employer's expectations in each occupational area; 5) To assist students in explaining and interpreting the basic principles of our economic system; and 6) To motivate students to locate and use data pertaining to the world of work.

II. Funding Policy

Local educational agencies may use funds allocated under Subpart 2 for prevocational education programs.

III. Policy Statements

A. Schools are required to provide prevocational education as an elective for all students in grades 9 and/or 10.

B. Prevocational education shall consist of five exploratory units plus the "World of Work." Schools administered under a nine-week structure may offer four exploratory areas and include the "World of Work" in each unit.

C. The units included in the prevocational education program shall be units which are offered and available in that school district to students as skill training in grades 11 and 12.

D. Prevocational education programs shall comply with programs standards as described under the Secondary Occupational Section.

E. Teachers of prevocational education programs shall hold a valid South Carolina Teaching Credential in a vocational area. Trade and Industrial instructors shall hold a prevocational endorsement in their certificate.

F. Prevocational education instructors shall be employed only on a nine months basis with vocational funds.

IV. Rationale for Exploratory Programs

Prevocational education programs are required to be offered as an elective for all ninth and/or tenth grade students who elect it. Currently prevocational education programs include 20,848 students. This number is expected to decrease slightly over the next five years.

Industrial arts programs are offered by schools who so choose as an elective for students in grades 9 to 12. Currently industrial arts programs include 7,399 students. This number will decrease slightly over the next five years.

FY 1979

ANNUAL PLAN

EXPLORATORY PROGRAMS

383

TABLE 56

ANNUAL PLAN: EXPLORATORY PROGRAMS

FISCAL YEAR 1979

MAJOR GOAL: Appropriate prevocational education opportunities shall exist for all ninth and/or tenth grade students in the State.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To provide technical assistance to 100% of LEA's who conduct exploratory programs.	$30, 526	$1,641,518	$610,621	1.1 Support the provisions of teachers, equipment, and supplies to LEA's through basic grants.
2. To provide in-service training programs in six locations of the state to improve programs.				2.1 Six in-service training programs will be conducted in August, 1978 for exploratory teachers.
3. Conduct an evaluation of 25% of the industrial arts and prevocational education programs.				3.1 Twenty-five percent of the industrial arts and prevocational education programs will be evaluated during the 1978-79 school year.
4. Provide new curriculum materials to 100% of prevocational education programs.				4.1 Comprehensive curriculum materials for prevocational education teachers will be distributed during the 1978-79 school year.

TABLE 57

FIVE-YEAR PLAN: EXPLORATORY PROGRAMS

FISCAL YEAR 1982

MAJOR GOAL: Appropriate exploratory opportunities shall exist for all students in grades 9 to 12 in the state by FY 1982.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To provide financial and technical assistance to 100% of the LEA's who establish exploratory vocational programs.	Refer to Table 56			1.1 Support the provision of teachers, equipment and supplies to LEA's through basic grants.
				1.2 Provide in-service training and other assistance to complement money used for salaries, equipment, supplies and travel.
				1.3 To continue and expand the State level planning efforts in in industrial arts and prevocational education.
				1.4 To improve the procedures to monitor and evaluate industrial arts and prevocational education.
				1.5 To conduct annual conferences for industrial arts and prevocational education teachers.
				1.6 To provide consultant services to LEA's expanding exploratory programs.

●SUPPORTIVE SERVICES FOR WOMEN

SUPPORTIVE SERVICES FOR WOMEN

I. Philosophy

The central theme underlying supportive services for women in the State of South Carolina is that women shall be provided the opportunity to achieve self-actualization in the consonance with their needs, interests, and abilities. The term women used in Section 120(B)(1)(J) of Title II identifies one eligible for adult education. The supportive services provided herein extend the normal counseling, job-placement and follow-up services offered women in selecting an occupation, overcoming barriers in placement, and dealing with attitudes found at work sites formerly male bastions.

II. Funding

Funds to provide supportive services for women shall be in the form of grants or contracts to expand existing programs and shall not be used for the establishment of a new guidance, counseling, job-placement, or follow-up service.

III Policy

A. Proposals shall be forwarded, processed and awarded in consonance with existing State Department of Education policy.

B. Counseling shall detail nontraditional job areas with a comprehensive picture of educational needs, options, career ladders, latteral movement, and way to change career fields.

C. Exploration in areas of interest and aptitudes shall be provided when practical.

D. Job-placement assistance shall be provided in nontraditional work areas when requested.

E. Follow-up services shall be provided women which aid in adjustment to nontraditional environments and to overcome obstacles at work sites where the social structure is dominated by men.

F. Counseling services shall provide resource personnel to inform women about the nature of specific jobs and work environments; also, it shall include taking women to work sites to see first hand the job in its environment and to discuss the job with workers, preferably women, on site.

G. Institutions offering programs which traditionally enrolled mostly men shall attempt to employ women instructors in these courses.

IV. Needs Assessment

The composition of women in the labor force increased from 30% to 43% during the period from 1940 to 1975. This trend continues. South Carolina's economic growth is expected to increase 47% above the national average annually until 1985. It is estimated that 67,000 new jobs annually will be needed in South Carolina until 1985; 31,900 will be due to growth, whereas 35,600 will be due to separation. Industry moving into the State for the most part is new to the area and the older industries are expanding and converting to more advanced technology. These changes require workers with skills obtained through technical programs. Total estimated employment in 1985 is slightly above 1.5 million people. In the age group of 18-64 there will be less than 0.9 million men available for employment. The need for women in the labor force will exceed 0.6 million in 1985, which is 0.13 million above the 1976 employment figure. Therefore, to insure South Carolina meets the economic goals expected of it by 1985, women must be afforded the encouragement and opportunity to select jobs in nontraditional vocational/technical fields for which they have aptitudes and interests. Furthermore, assistance must be available to overcome traditional barriers in the world of work which block women from obtaining and retaining jobs of their choice.

TABLE 58

SUPPORTIVE SERVICES FOR WOMEN ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 2
Instructional Level: Post-Secondary
Agency: Office of Vocational Education

Goal: To assist in an effective and efficient manner women entering vocational/technical education designed to prepare them for jobs which have been traditionally limited to men and those who experience trouble at work because of sex biases.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Grants or contracts to provide supportive services for women during FY 79 will be awarded applicants in amounts up to but not to exceed $5,000.00.	$5,000	$-0-	$-0-	1-1. Announcement for proposal submission will be made by the Office of Vocational Education. 1-2. Proposals will be forwarded by eligible recipients in accordance with the provisions set forth in the announcement. 1-3. Proposals received by the Office of Vocational Education will be processed as provided in State Department of Education policies.

SUPPORTIVE SERVICES FOR WOMEN - FIVE-YEAR GOALS

Goal: To assist in an effective and efficient manner any woman desiring a nontraditional job enter employment customarily limited to men.

Strategies

1. Guidance and counseling services will be provided women to aid them select a nontraditional program which is in consonance with their aptitudes and interests.
2. Guidance and counseling services will be available to assist women to cope with traditional biases found in employers and workers regarding women working in nontraditional jobs.
3. Job search assistance and placement assistance will be provided women completing nontraditional training programs.
4. Educational institutions will employ female instructors in nontraditional courses to the extent practical.

● DAY CARE SERVICES

DAY CARE SERVICES

I. Philosophy

Providing a healthy environment for the growth of children is the primary responsibility of parents and usually takes place within the home. However, circumstances within a family sometimes necessitate that parents utilize child care services outside the home. One alternative to home care for the child is participation in a day care program. A day care program is a partner with parents in providing effective social, emotional, physical, and intellectual experiences for the development of children while at the same time expanding the parents' horizons. Day care services can be a means for the parent to continue schooling, develop skills for employment or re-employment, improve parenting skills, and improve the quality of family life for all members. If parents with young children are to continue their education, educational agencies must assist in providing quality day care programs.

II. Funding Policies

A. Grants to states under Subpart 2 of Public Law 94-482, in accordance with the Five-Year State Plan and Annual Program Plans, may be used for day care services for children of enrolled students in vocational education programs.
B. When funds are used for day care services, care shall be provided for children of secondary students only during the hours the parent is attending school.
C. When funds are used for day care services, care shall be provided for children of adults only during the hours the parent is enrolled in vocational class(es).
D. Expenditures of funds for day care services by local educational agencies shall be reflected in their local application.

III. Policy Statements

A. Local educational agencies may provide child care services for children of students enrolled in vocational education, based upon the number to be served, in any one of the following facilities:
   1. Child Day Care Center - Any facility which regularly receives thirteen or more children for day care.
   2. Group Day Care Home - Any facility, generally within a dwelling unit, which regularly provides child day care for at least seven but not more than twelve children.
   3. Family Day Care Home - Any occupied residence in which child day care is regularly provided for no more than six children.
B. Local school districts and eligible recipients who choose to utilize vocational money to provide day care services, have the ultimate responsibility for the coordination of those services.
C. Day care services provided must make a contribution to the educational development and well-being of the child served.
D. All regulations set forth for child day care centers, group day care homes, and family day care homes by the Board of South Carolina Department of Social Services will be met in establishing and maintaining day care services for children of students enrolled in vocational education programs.
E. Each day care center supported by vocational funds will be evaluated to determine contributions made to the educational development and well-being of the children served. These day care centers will be evaluated using an instrument developed by the Office of Vocational Education.

IV. Day Care Services Needs Assessment

According to a statistical profile on children and their families compiled by the South Carolina Department of Social Services, Office of Child Development published in 1971, South Carolina's total population was 2,818,324. The per capita income was $4,311, and the number of children under 6 years of age was 313,117. Eighty three thousand fourteen (83,014) families were headed by females and eighty seven thousand eighty (87,080) females 16 years of age and over with children under 6 years of age were in the labor force. There were 46,665 live births during the last year and 24% of these births were to teenage mothers.

The increasing number of younger parents, unwed mothers, and the desire of these mothers to keep their babies mandate the need for day care services. The two most pressing prerequisities for teenagers and adults with young children for continuing education is the need for available, inexpensive and quality day care services and transportation.

TABLE 59

DAY CARE SERVICES ANNUAL PLAN

FISCAL YEAR 1979

Goal: Provide adequate day care services to meet the needs of parents enrolled in secondary and adult vocational education programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To provide financial and technical assistance to LEA's who will provide day care services for children of students enrolled in secondary and adult vocational education programs.	$8,703	$415	$2,082	1.1 To provide information on the use of allocated funds for day care services to LEA's through: 1. Public Meetings 2. Communications from Office of Director of Vocational Education 3. Conferences with local administrators 4. Consultant Services 1.2 To provide financial assistance for day care services through the basic grant to LEA's. 1.3 To provide technical assistance to LEA's in establishing day care services for children of students enrolled in vocational education courses.

FY 1982

FIVE-YEAR PLAN

● VOCATIONAL EDUCATION

for

SPECIAL ADULT CATEGORIES

1) Former homemakers seeking employment due to dissolution of marriage.
2) Single heads of households lacking adequate job skills.
3) Current homemakers and part-time workers seeking full-time work.
4) Employment in non-traditional roles for both sexes.

VOCATIONAL EDUCATION FOR SPECIAL ADULT CATEGORIES

I. Philosophy

A need exists for providing vocational education programs to assist specific categories of individuals, including homemakers and part-time workers desiring full-time jobs, women trapped in traditional jobs who desire non-traditional employment, single heads of household lacking adequate job skills, and divorced or widowed housewives who need employment in participating in occupational training programs commensurate with individual abilities and availability of jobs.

II. Funding Policy

Grant awards, on a request for proposal basis, will be made to eligible recipients to fund vocational programs which assist specific categories of adults participating in vocational skill training programs.

III. Policy Statements

A. Individuals in any of the following categories shall be recruited to participate in a program designed to assist them in exploring educational and employment opportunities and place them in job skill training programs:

(1) Homemakers and part-time workers desiring full-time jobs;

(2) Women in traditional jobs who desire non-traditional employment;

(3) Single heads of households lacking adequate job skills;

(4) Divorced or widowed housewives who need employment.

B. Testing and counseling services shall be provided in assisting students in selecting appropriate skill training opportunities.

C. Students shall be placed in existing or new vocational programs and guidance counseling and support services continued.

D. Students shall receive job placement assistance and follow-up.

E. The Office of Vocational Education shall take appropriate actions to assure that programs for this target group are provided within the State.

401

TABLE 60

SPECIAL ADULT ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 2
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Appropriate vocational education programs consisting of instruction, guidance and placement activities shall exist to meet the needs of special adult categories who seek employment

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. LEA's will meet the training needs of the following special categories: (a) homemakers who because of dissolution of marriage must seek employment (b) single heads of households who lack adequate job skills (c) current homemakers and part-time workers who desire full-time jobs (d) persons seeking non-traditional jobs	$20,000	$ -0-	$ -0-	1.1 Create an awareness concerning the needs of these specific categories and special courses which can be developed to meet needs. 1.2 Provide financial and technical assistance for recruiting, instruction, testing, counseling and placement services for meeting the needs of special adult categories.

SUBPART 3

PROGRAM IMPROVEMENT
and
SUPPORTIVE SERVICES

● PROGRAM IMPROVEMENT

PROGRAM IMPROVEMENT

Introduction

Each State is required, in accordance with P. L. 94-482, to establish a research coordination unit (RCU) to coordinate the research, exemplary and innovative programs, and curriculum development activities in the State. The RCU is responsible for developing a comprehensive plan of program improvement which includes the intended uses of funds to support activities of program improvement (research, exemplary and innovative, and curriculum development programs), a description of the State's priorities for program improvement and the procedures to assure dissemination throughout the State.

Because of the RCU's responsibility to coordinate research, exemplary and innovative, and curriculum development activities, this section of the plan is intended to illustrate the relationship and interdependence of these three essential components of vocational education within the Office of Vocational Education. A special effort will be made to explain how these activities will be conducted in a coordinated manner by all personnel involved.

The Office of Vocational Education is currently initiating the planning for a comprehensive statewide needs assessment for vocational education. Since this task is not expected to be completed until fiscal year 1978, the planned activities contained in the program improvement section (research, exemplary and innovative, and curriculum development) are based on current needs and previous commitments. Upon the completion and analysis of the needs assessment, revision of the following plans and procedures may be necessary in order to accommodate possible discrepancies between current priorities and those indicated by the needs assessment.

PROGRAM IMPROVEMENT PRIORITIES

1. Equal Access and Opportunities - Development or improvement of strategies and programs that facilitate equal access and opportunity, and provide a better understanding of the barriers and constraints which retard equal access and opportunity, of all youth and adults who have a need or desire for vocational education.

2. Sex-Role Stereotyping and Sex Bias - Development or improvement of strategies and programs that facilitate the elimination of sex-role stereotyping and sex bias, and provide a better understanding of the barriers and constraints which retard the elimination of sex-role stereotyping and sex bias, in vocational education at the secondary, postsecondary, and adult education levels.

3. Education and Work Programs - Development or improvement of strategies and programs which will better utilize and coordinate the resources of business, labor, industry, education, and government to facilitate the transition of learners to the world of work.

4. Adult and Postsecondary Vocational Education - Development of strategies that will improve adult and postsecondary vocational education programs and better serve the vocational needs of adults.

5. Curriculum Management and Instructional Materials - Development or improvement of strategies and programs that will provide a better understanding of curriculum management, the use of instructional materials, and methods of developing instructional materials.

6. Personnel Development for Vocational Education - Development or improvement of strategies and programs that will improve the competencies and increase the numbers of available vocational education teachers.

7. Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through - Development or improvement of strategies and programs that will improve comprehensive systems of guidance, counseling, placement, and follow-through services to meet career development, vocational education, and employment needs of students, out-of-school youth, and adults.

8. Administration of Vocational Education at the State and Local Levels - Development or improvement of strategies and programs that will improve preservice and inservice training for administrators of vocational education at the state and local levels, and development of better administrative tools for their use.

9. Needs Assessment - Development or improvement of strategies and programs that will provide needs assessment instruments and procedures for use by state or local vocational education administrators.

10. Program Evaluation - Development or improvement of strategies and programs that will provide program evaluation instruments and procedures for use by state or local vocational education administrators.

PROGRAM IMPROVEMENT PRIORITIES AND REGULATIONS TO STATE VOCATIONAL EDUCATION GOALS

There are ten program improvement priorities listed on page 331 that will govern the selection of research, exemplary and innovative, and curriculum development proposals submitted to the Office of Vocational Education, from Fiscal Year 1978 to Fiscal Year 1982. Eligible contractors are invited to submit proposals each year in response to an RFP on any or all of the five-year priority areas. However, because of the large number of priorities and the changing vocational education needs, the Office of Vocational Education has designated two or three priorities that will be given primary funding consideration during each of the five fiscal years, as designated in the chart on page 333. The chart also shows the relationship between the Program Improvement Priorities and the Major Goals (Five-Year) of the Office of Vocational Education. Because the priorities are stated in general terms, several of them are related directly or indirectly to more than one of the major goals, and in some cases, (e.g., needs assessment), they may be related to all of the goals. The RFPs will specify the types of studies, projects or programs desired under each priority area, for each funding cycle.

TABLE 61

Priority Emphasis by Fiscal Year					Program Improvement Priorities FY 1978 to FY 1982	Major Goals - OVE Appropriate prevocational education opportunities shall exist for all ninth and/or tenth grade students in the State;	Appropriate vocational education opportunities shall exist for 100% of all secondary students in the State who choose it;	Appropriate opportunities shall exist for vocational/technical education for post-secondary students in the State;	Appropriate opportunities in vocational education shall exist for out-of-school youth in State;	Appropriate vocational education opportunities shall exist for adults of the State to be re-trained or to upgrade job skills;	Appropriate vocational education opportunities shall exist to meet the needs of the handicapped and the disadvantaged citizens of the State;	The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men;	Innovative and model programs in vocational education shall exist to meet manpower needs in new and emerging occupations;	Vocational education programs throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served;	Relevant vocational training shall be readily accessible to all student populations served in all geographical areas of the State;	A comprehensive planning effort for coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of vocational training to achieve articulation of vocational education programs.
78	79	80	81	82												
		X		X	Equal Access and Opportunities	X	X		X		X	X	X			
	X		X		Sex-Role Stereotyping and Sex Bias	X	X	X		X		X	X			
			X		Education and Work Programs		X		X		X		X			
			X		Adult and Postsecondary Vocational Education			X		X			X			
X					Curriculum Management and Instructional Materials	X						X	X	X	X	
		X			Personnel Development for Vocational Education								X			
	X				Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through							X	X			
		X			Administration of Vocational Education at the State and Local Level								X			
X	X			X	Needs Assessment	X	X	X	X	X	X	X	X	X	X	X
	X	X		X	Program Evaluation	X	X		X	X	X	X	X	X	X	

● VOCATIONAL RESEARCH

VOCATIONAL RESEARCH

I. Philosophy

The State Board considers vocational research an integral part of the South Carolina vocational education system. It is the belief of the Office of Vocational Education that all vocational research and related projects and activities should be administered, monitored, and coordinated by the Vocational Research Coordinating Unit in accordance with P. L. 94-482, Subpart 3, Section 131, to ensure maximum and efficient use of funds allocated for research to improve vocational programs. All research projects should be related to priorities established by the Office of Vocational Education and contained in the Annual and Five-Year State Plan for Vocational Education.

The Office of Vocational Education further believes that vocational research activities should include the determination of needs, identification of problems, identification or formulation of strategies to solve problems, field testing and evaluation or research results, and the dissemination of non-statistical vocational information.

II. Funding Policies

A. Annually the State Department of Education, Office of Vocational Education will set aside approximately $50,000 of its Federal Subpart 3 allocation for research contracts to be administered and coordinated by the Research Coordinating Unit.

B. All proposals considered for funding must address or relate to the predetermined and approved priorities or needs established by the State Department of Education, Office of Vocational Education.

C. Research contracts will be awarded no later than 30 days after the beginning of each fiscal year and terminated at the end of the fiscal year. No project may be funded for more than three consecutive years.

D. Carryover research funds will be administered in accordance with P. L. 94-482, Subpart 3, Section 131.

III. Policy Statement

A. All vocational research projects must comply with the intent of P. L. 94-482, Subpart 3, Section 131.

B. All vocational research proposals will be solicited, reviewed and processed by the Vocational Research Coordinating Unit. The Program Planning and Development Section staff will review and provide recommendations on all proposals with direct instructional implications.

C. Proposals shall be solicited annually from all known eligible recipients, using the request for proposal (RFP) method.

D. All RFP's for vocational research proposals will be prepared and distributed by the Vocational Research Coordinating Unit, by January 15.

E. Agencies and institutions eligible to submit proposals are: colleges and universities; other public or non-profit private agencies and institutions; local educational agencies; and private agencies, organizations and institutions.

F. All proposals must be submitted by April 1, in order to be given consideration for funding.

G. All proposals must comply with the guidelines, requirements, and specifications stated in the request for proposals approved by the Office of Vocational Education.

H. All proposals must be processed and approved in accordance with the standard processing procedures established by the South Carolina Department of Education, with final approval by the Deputy Superintendent for the Division of Instruction, by May 15 of each year.

IV. Procedures

Annually the State Department of Education, Office of Vocational Education receives funds that can be designated for and used to support, in the form of contracts, vocational research projects. The following procedures will be used by the State Department of Education, for receiving and processing proposals and monitoring projects.

A. Establish needs or priorities.

The needs and priorities of vocational education will be established by the State Office of Vocational Education Staff, approved by the Director of the Office of Vocational Education, and reviewed and/or approved by the Deputy Superintendent for Instruction. All proposals considered for funding must be aimed at meeting the vocational education needs, or address the priority areas established by the Office of Vocational Education.

B. Prepare and approve Request for Proposals (RFP).

The VRCU Supervisor is responsible for the preparation of all RFP's. RFP's directly affecting instructional programs will be prepared in cooperation with the Office of Vocational Education service area supervisor affected by the need or priority to be addressed in the RFP. Upon completion, the RFP will be reviewed and endorsed by the appropriate supervisor/consultant and chief supervisor prior to its submission to the Advisory Committee.

C. Identify and select potential recipients of RFP's.

A list of eligible recipients will be compiled prior to the dissemination of the RFP. The VRCU Supervisor, in cooperation with other Office of Vocational Education personnel designated by the Director of the Office of Vocational Education, will be responsible for identifying and compiling this list.

D. Distribute Request for Proposals.

The RFP will be distributed by January 15, to individuals, institutions or agencies included on the list of potential recipients. Proposals will also be accepted from individuals, institutions or agencies who are not included on the list, but who are interested in submitting a proposal, if they are eligible under existing federal and state legislation.

E. Receive, review and evaluate proposals.

All proposals will be received and dated by the VRCU. A proposal review panel will review and evaluate each proposal and make appropriate recommendations. The VRCU Supervisor will compile the results and recommendations of the review panel and prepare the proposal(s) for processing.

F. Process and approve the proposal.

A Project Transmittal Sheet, Application for State and Non-State Appropriated Funds, will be prepared and attached to the proposals. The proposals are then sent to the OVE's Chief Supervisors of Ancillary Services, Program Planning and Development, and Project Processing and Review, and the Office of Vocational Education Accountant, for review. Then the proposals are submitted first to the Director, Office of Vocational Education for approval by May 1 of each year and subsequently to the Deputy Superintendent for Instruction for final approval by May 15 of each year. When required by law or State Department of Education policies the State Superintendent of Education and State Board of Education will be sent copies of the proposals for approval.

G. Issue contract.

The contracts will be prepared jointly by the Vocational Project Processing and Review Section and the VRCU, and be signed by appropriate State Department of Education official(s). The contracts will then be sent to the individuals, institutions or agencies whose proposals were approved for funding.

H. Monitor and close-out project.

Monitoring procedures and requirements will be prepared and distributed by the VRCU Supervisor to the contractors. Subsequently, the VRCU Supervisor will meet with the recipients and appropriate Office of Vocational Education personnel, to review and discuss the procedures and requirements in detail.

Project monitoring teams representing finance, instructional programs affected and the project coordinating staff will be used to assess the funded projects to ensure that they comply with the administrative concerns of the contract. The team members will be selected on the basis of their expertise or experience in the field addressed by the project, and appointed by the Director of the Office of Vocational Education. They will be responsible for ensuring through visits, interviews and reports, that the project objectives are accomplished satisfactorily and the project is managed properly and in accordance with current legislation, terms of the contract, and guidelines of the funding agency. The team will be responsible for reporting the status of the project pertaining to the accomplishment of its objectives in accordance with the contract and to give advice and make recommendations for corrective action to the project staff when appropriate.

Interim and final reports will be submitted by the project director to the VRCU Supervisor, who will prepare and forward the reports required by U.S.O.E. and other agencies.

The VRCU Supervisor will coordinate the project termination activities with the grantee and appropriate Office of Vocational Education staff members. The activities will include the receipt, preparation and dissemination of the final report, and materials, if necessary. A copy of all final reports and project materials will be retained by the VRCU.

V. Time Line for Proposal Solicitation and Selection

A.	Approval of the RFP by the Director of Vocational Education.	December 15
B.	Distribute Request for Proposals (RFP's).	January 15
C.	Receive proposals.	April 1
D.	Review and process proposals with recommendations to the Director of the O.V.E.	May 1
E.	Approval by the Deputy Superintendent for Instruction.	May 15
F.	Sign contracts and send rejection notices.	June 1

VI. Personnel Responsibilities for Processing and Approving Proposals

The proposal approval process is complex and involves many people within and outside the Department of Education. The following paragraphs identify the board, individual, panel or committee involved in the process and explain the responsibilities of each.

The State Board of Education is the ultimate authority for granting approval for proposals competing for Funds. The Board reviews the proposals approved and recommended by the State Superintendent of Education and approves those considered feasible and appropriate for funding. When a proposal is approved, a letter verifying the Board's action is prepared and attached to the proposal prior to its submission to the funding agency.

The State Superintendent of Education must approve all proposals competing for Non-State Appropriated Funds prior to their submission to the State Board of Education for final approval. The Superintendent may then designate a representative to present the proposal to the Board and address questions raised by the Board members.

The Deputy Superintendent for Instruction must review and/or approve the needs and priorities established by the Office of Vocational Education. The Deputy is responsible for reviewing all

416

vocational education proposals processed by the State Department of Education/Office of Vocational Education, whether from a State allocation or Non-State-Appropriated Fund source, and for approving the proposals in accordance with the federal or state legislation and/or guidelines of the funding agency.

The Director of the Office of Vocational Education will approve all needs and priorities for the Office of Vocational Education and prepare them for submission to the Deputy Superintendent for Instruction; serve as the Chairman of the Advisory Committee; evaluate the opinions and recommendations of the committee members; use the authority vested in him to approve or disapprove proposals submitted; and approve all Requests for Proposals (RFP's) disseminated under the auspices of the South Carolina Office of Vocational Education.

While the administrators listed above have the responsibility for approving proposals, other personnel are responsible for establishing priorities, soliciting, selecting, review and processing proposals. A VRCU Advisory Committee has been established to give advice to the VRCU Supervisor pertaining to critical issues and problems presented to or raised by the committee. It is also responsible for selecting from the latest state vocational Needs Assessment and available research results the priorities on which the VRCU will focus its efforts, and for reviewing and recommending RFP's and proposals for approval. The committee is composed of the Director, Office of Vocational Education (Chairman); the Chief Supervisors of the Program Planning and Development and Ancillary Services Sections; the Supervisor of the Project Processing and Review Section of the Office of Vocational Education; a local vocational educator; a local technical educator; a state TEC representative; and a representative from a state college or university.

A proposal review panel, selected on the basis of their knowledge and experience in the field or familiarity with the subject addressed in the RFP, will be approved by the Director, Office of Vocational Education and Deputy Superintendent for Instruction. The function of the panel is to review and evaluate proposals in accordance with the specifications in the RFP's and select and recommend eligible proposals to the Director, Office of Vocational Education for funding consideration.

The Office of Vocational Education Chief Supervisors serve as members of the Advisory Committee, submit ideas for projects and activities to the Advisory Committee; identify and convey vocational needs to the Advisory Committee; coordinate proposals and activities considered for funding with appropriate staff members; review and endorse acceptable RFP's and proposals; and review project reports, when appropriate.

State Supervisors in the Office of Vocational Education are responsible for conveying the needs and ideas of vocational educators to their appropriate Chief Supervisor; assisting with the establishment of specifications for RFP's when appropriate; assisting the VRCU Supervisor with the identification of potential applicants; reviewing and endorsing acceptable RFP's and proposals when necessary; sharing the project monitoring responsibilities when appropriate to ensure project effectiveness; reviewing project reports as appropriate; and assisting the VRCU Supervisor in conducting meetings with contractors to clarify project procedures and/or requirements, when necessary.

The VRCU Supervisor is the individual responsible for the administration of the available funds in accordance with existent legislation. In addition the Supervisor is advised by the VRCU Advisory Committee and is responsible for: providing information pertaining to application requirements and procedures; preparing and distributing RFP's; receiving, reviewing, evaluating and processing all proposals; ensuring that proposals and projects are in compliance with federal or state legislation and guidelines; monitoring all administrative aspects of funded projects; coordinating all internal and external processing activities pertaining to the approval or termination of projects; identifying and compiling lists of potential applicants; assisting with the preparation of the contracts; compiling, establishing and distributing all project monitoring guidelines and requirements to contractor; and reviewing project reports.

FY 1979

ANNUAL PROGRAM PLAN

TABLE 62
RESEARCH ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

To advance or improve vocational education in South Carolina by serving vocational educators through the coordination and monitoring of research projects and activities.

	OBJECTIVES	ALLOCATION OF FUNDS				STRATEGIES
		FEDERAL	STATE	LOCAL		
1.0	To contract with eligible institutions and agencies to conduct research projects by June 30, 1979, that will address one or more of the following FY-79 priority areas: Comprehensive Systems of Guidance, Counseling, Placement or Follow-through; Needs Assessment; and Program Evaluation.	$106,470 *			1.0	Using the request for proposal (RFP) procedure, proposals will be solicited from all eligible applicants in S. C., addressing the following FY'80 priority areas: Personnel Development for Vocational Education; Administration of Vocational Education at the state and local levels; and Program Evaluation. Projects will be funded and implemented addressing the following FY'79 priorities: Comprehensive systems of Guidance, Counseling, Placement, or Follow-through; Needs Assessment; and Program Evaluation.
2.0	To identify common critical needs and problems affecting vocational and technical education in South Carolina and develop a long range cooperative plan for vocational and technical education research, by June 30, 1979.	1,000			2.0	In cooperation with the State Board for Technical and Comprehensive Education, the VRCU will analyze the results of the statewide vocational needs assessment to identify common needs and problems affecting vocational and technical education for which a cooperative long range research plan can be developed to address the needs and resolve the problems identified.
3.0	To improve the vocational information resource system for South Carolina by expanding the information supply capabilities of the VRCU, by June 30, 1979.	10,000			3.0	The VRCU will develop a more comprehensive vocational information supply source by analyzing and reporting the results of research projects funded during FY'78, providing information to vocational educators upon request, creating an information resource library and file on instructional materials, and expanding the state's occupational information system.
4.0	To provide in-service activities and information dissemination concerning research projects, exemplary and innovative projects and other functions of the VRCU, to South Carolina vocational educators, by June 30, 1979.	1,500			4.0	In-service activities and information dissemination will be provided through a state vocational research, exemplary and innovative, and curriculum development project fair, a proposal writing & development workshop, and VRCU newsletters.
5.0	To develop a plan to identify new and emerging occupations and careers requiring less than a baccalaureate degree, by June 30, 1979.	1,000			5.0	In conjunction with the Employment Security Commission, State Development Board, State Board for Technical and Comprehensive Education, and representatives from the O.V.E., the VRCU will devise a plan for the identification and reporting of new and emerging occupations consisting of key terms, review and selection criteria, identification procedures and reporting formats.

TABLE 62
RESEARCH ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

To advance or improve vocational education in South Carolina by serving vocational educators through the coordination and monitoring of research projects and activities.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
6.0 To design a long range plan to reduce the program improvement needs revealed through the FY-78 South Carolina vocational needs assessment, by June 30, 1979.	500			6.0 Based on the FY'78 Vocational Education Needs Assessment the VRCU, in conjunction with its advisory committee, will identify, categorize, and prioritize the needs for research, exemplary and innovative projects, and curriculum development and will develop a long range plan to address these needs.
7.0 To cooperate with Office of Vocational Education staff in making studies of selected critical issues and subjects related to vocational education in South Carolina in order to assess program and service needs in these areas, by June 30, 1979.	114,500	42,000		7.0 In cooperation with O.V.E. program and support services personnel, the VRCU will design and conduct approved studies of selected critical issues and subjects related to vocational education, e.g., instructional mode(s) best suited for selected programs, analysis and synthesis of enrollment and occupational data by sex, or ways of incorporating the S. C. career education concept into vocational programs and instructional materials.

*Anticipated FY 78 carryover - $47,470

FY 1982

FIVE-YEAR PLAN

RESEARCH
FIVE-YEAR GOALS
FISCAL YEAR 1982

PURPOSE:

To advance or improve vocational education in South Carolina by serving vocational educators through the coordination and monitoring of research projects and activities.

GOALS:

1. To use available research funds to identify andprioritize the needs, problems and concerns of South Carolina vocational educators.

2. To engage in contracts with eligible institutions and agencies for the purpose of conducting research projects that will complement efforts or findings, meet identified needs, resolve problems, and eliminate or reduce the concerns of those affected.

3. To improve at the state level, the articulation and coordination of research and related projects and activities between vocational and technical education.

4. To collect, compile, analyze and disseminate vocational information and project results to Federal, State, and local vocational educators and other interested people.

5. To increase the effectiveness and efficiency with which the VRCU serves vocational educators in South Carolina.

●VOCATIONAL EXEMPLARY AND INNOVATIVE PROGRAMS

VOCATIONAL EXEMPLARY AND INNOVATIVE PROGRAMS

I. Philosophy

The State Board considers vocational exemplary and innovative programs an integral part of the South Carolina vocational education system. It is the belief of the Office of Vocational Education that all pilot exemplary and innovative projects should be administered, monitored and coordinated by the Vocational Research Coordinating Unit in accordance with P. L. 94-482, Subpart 3, Section 132. It is the belief of the State Department of Education that the dissemination and diffusion of approved piloted instructional programs should be administered, monitored and coordinated by the Program Planning and Development Section personnel. The Office of Vocational Education further believes that all exemplary and innovative projects should be related to priorities established by the Office of Vocational Education and contained in the Annual or Five Year State Plan and serve as demonstration sites for model programs, complementing research and curriculum development efforts when possible. These projects should be carefully evaluated, and their results appropriately disseminated.

II. Funding Policies

A. Annually the State Department of Education, Office of Vocational Education will set aside approximately $50,000 of its Federal Subpart 3 allocation for exemplary and innovative program contracts, to be administered and coordinated by the Research Coordinating Unit.

B. All proposals considered for funding must address or relate to the predetermined and approved priorities or needs established by the State Department of Education, Office of Vocational Education.

C. Exemplary and innovative contracts will be awarded no later than 30 days after the beginning of each fiscal year and terminated at the end of the fiscal year. No project may be funded for more than three consecutive years.

D. Carryover exemplary and innovative funds will be administered in accordance with P. L. 94-482, Subpart 3, Section 132.

III. Policy Statement

A. All vocational exemplary and innovative projects must comply with the intent of P. L. 94-482, Subpart 3, Section 132.

B. All vocational exemplary and innovative proposals will be solicited, reviewed, and processed by the Vocational Research Coordinating Unit. The Program Planning and Development Section staff will review and provide recommendations on all proposals with direct instructional implications.

C. Proposals shall be solicited annually from all known eligible recipients, using the request for proposal (RFP) method.

D. All RFP's for vocational exemplary and innovative proposals will be prepared and distributed by the Vocational Research Coordinating Unit, by January 15 of each year.

E. Agencies and institutions eligible to submit proposals are: colleges and universities; other public or non-profit private agencies and institutions; local education agencies; and private agencies, organizations, and institutions.

F. All proposals must be submitted by April 1 in order to be given consideration for funding.

G. All proposals must comply with the guidelines, requirements, and specifications stated in the request for proposals approved by the Office of Vocational Education and be consistent with program objectives and standards of the Department of Education.

H. All proposals must be processed and approved in accordance with the standard processing procedures established by the South Carolina Department of Education, with final approval by the Deputy Superintendent for the Division of Instruction, by May 15 of each year.

I. All students from public and non-profit private educational institutions are eligible to participate in exemplary and innovative programs implemented in the institutions serving their community.

IV. Procedures

Annually the State Department of Education, Office of Vocational Education receives funds that can be designated for and used to support in the form of contracts, vocational research projects. The following procedures will be used by the State Department of Education, for receiving and processing proposals and monitoring projects.

A. Establish needs or priorities.

The needs and priorities of vocational education will be established by the State Office of Vocational Education Staff, approved by the Director of the Office of Vocational Education, and reviewed and/or approved by the Deputy Superintendent for Instruction. All proposals considered for funding must be aimed at meeting the vocational education needs, or address the priority areas established by the Office of Vocational Education.

B. Prepare and approve Request for Proposals (RFP).

The VRCU Supervisor is responsible for the preparation of all RFP's. RFP's should, when possible and necessary, be prepared in cooperation with the Office of Vocational Education service area supervisor affected by the need or priority to be addressed in the RFP. Upon completion, the RFP must be reviewed and endorsed by the appropriate supervisor/consultant and chief supervisor prior to its submission to the Advisory Committee.

C. Identify and select potential recipients of RFP's.

A list of eligible recipients must be compiled prior to the dissemination of the RFP. The VRCU Supervisor, in cooperation with other Office of Vocational Education personnel designated by the Director of the Office of Vocational Education, will be responsible for identifying and compiling this list.

D. Distribute Requests for Proposals.

The RFP will be distributed by January 15 of each year to individuals, institutions or agencies included on the list of potential recipients. Proposals will also be accepted from individuals, institutions or agencies who are not included on the list, but who are interested in submitting a proposal, if they are eligible under existing federal and state legislation.

E. Receive, review and evaluate proposals.

All proposals will be received and dated by the VRCU. A proposal review panel will review and evaluate each proposal and make appropriate recommendations. The VRCU supervisor will compile the results and recommendations of the review panel and prepare the proposal(s) for processing.

F. Process and approve the proposal.

A Project Transmittal Sheet, Application for State and Non-State Appropriated Funds, will be prepared and attached to the proposals. The proposals are then sent to the Office of Vocational Education's Chief Supervisors of Ancillary Services, Program Planning and Development, and Project Processing and Review, and the Office of Vocational Education Accountant, for review. Then the proposals are submitted first to the Director, Office of Vocational Education for approval by May 1 of each year and subsequently to the Deputy Superintendent for Instruction for final approval by May 15 of each year. When required by law or State Department of Education policies the State Superintendent of Education and State Board of Education will be sent copies of the proposals for approval.

G. Issue contract.

The contracts of grant awards will be prepared jointly by the Vocational Project Processing and Review Section and the VRCU, and be signed by the appropriate State Department of Education official. The contracts will then be sent to the individuals, institutions and agencies whose proposals were approved for funding.

H. Monitor and close-out project.

Monitoring procedures and requirements will be prepared and distributed by the VRCU Supervisor to the grant award recipients. Subsequently, the VRCU Supervisor will meet with the recipients and appropriate Office of Vocational Education personnel, to review and discuss the procedures and requirements in detail.

Project Monitoring Teams representing finance, instructional programs affected and the project coordinating staff will be used to assess the funded projects to ensure that they comply with the administrative concerns of the contract. The team members will be selected on the basis of their expertise or experience in the field addressed by the project, and appointed by the Director of the Office of Vocational Education. They will be responsible for ensuring, through visits, interviews and reports, that the project objectives are accomplished satisfactorily and the project is managed properly and in accordance with current legislation and guidelines of the funding agency. The team will be responsible for reporting the status of the project pertaining to the accomplishment of its objectives in accordance with the contract and to give advice and make recommendations for corrective action to the project staff when appropriate.

Interim and final reports will be submitted by the project director to the VRCU Supervisor, who will prepare and forward the reports required by U.S.O.E. and other agencies.

The VRCU Supervisor will coordinate the project termination activities with the grantee and appropriate Office of Vocational Education staff members. The activities will include the receipt, preparation and dissemination of the final report, and materials, if necessary. A copy of all final reports and project materials will be retained by the VRCU.

V. Time Line for Proposal Solicitation and Selection

A.	Approval of the RFP by the Director of Vocational Education.	December 15
B.	Distribute Requests for Proposals (RFP's).	January 15
C.	Receive proposals.	April 1
D.	Review and process proposals with recommendations to the Director of the Office of Vocational Education.	May 1
E.	Approval by the Deputy Superintendent for Instruction.	May 15
F.	Sign contracts and send rejection notices.	June 1

VI. Personnel Responsibilities for Processing and Approving Proposals

The proposal approval process is complex and involves many people within and outside the Department of Education. The following paragraphs identify the board, individual, panel or committee involved in the process and explain the responsibilities of each.

The State Board of Education is the ultimate authority for granting approval for proposals competing for Non-State Appropriated Funds. The Board reviews the proposals approved and recommended by the State Superintendent of Education and approves those considered feasible and appropriate for funding. When a proposal is approved, a letter verifying the Board's action is prepared and attached to the proposal prior to its submission to the funding agency.

The State Superintendent of Education must approve all proposals competing for Non-State Appropriated Funds prior to their submission to the State Board of Education for final approval. The Superintendent may then designate a representative to present the proposal to the Board and address questions raised by the Board members.

The Deputy Superintendent for Instruction must review and/or approve the needs and priorities established by the Office of Vocational Education. The Deputy is responsible for reviewing all vocational education proposals processed by the State Department of Education/Office of Vocational Education, whether from a State allocation or Non-State Appropriated Fund source, and approve the proposals in accordance with the federal or state legislation and/or guidelines of the funding agency.

The Director of the Office of Vocational Education will approve all needs and priorities for the Office of Vocational Education and prepare them for submission to the Deputy Superintendent for Instruction, serve as the Chairman of the Advisory Committee, evaluate the opinions and recommendations of the committee members, use the authority vested in him to approve or disapprove proposals and ideas submitted, and approve all Request for Proposals (RFP's) disseminated under the auspices of the South Carolina Office of Vocational Education.

While the administrators listed above have the responsibility for approving proposals, other personnel are responsible for establishing priorities, soliciting, selecting, reviewing and processing proposals. A VRCU Advisory Committee has been established to give advice to the VRCU Supervisor pertaining to critical issues and problems presented to or raised by the committee. It is also responsible for selecting from the latest state vocational Needs Assessment and available research results the priorities on which the VRCU will focus its efforts, and for reviewing and recommending RFP's and proposals for approval. The committee is composed of the Director, Office of Vocational Education (Chairman); the Chief Supervisors of the Program Planning and Development and Ancillary Services Sections; the Supervisor of the Project Processing and Review Section of the Office of Vocational Education; a local vocational educator; a local technical educator; a state TEC representative and a representative from a state college or university.

A review panel, selected on the basis of their knowledge and experience in the field or with the subject addressed in the RFP, will be approved by the Director, Office of Vocational Education and Deputy Superintendent for Instruction. The function of the panel is to review and evaluate proposals in accordance with the specifications in the RFP's and select and recommend eligible proposals to the Director, Office of Vocational Education for funding consideration.

The Office of Vocational Education Chief Supervisors serve as members of the Advisory Committee; submit ideas for projects and activities to the Advisory Committee; identify and convey vocational needs to the Advisory Committee; coordinate proposals and activities considered for funding with appropriate staff members; review and endorse acceptable RFP's and proposals; and review project reports, when appropriate.

State Supervisors in the Office of Vocational Education are responsible for conveying the needs and ideas of vocational educators to their appropriate Chief Supervisor; assisting with the establishment of specifications for RFP's when appropriate; identifying potential applicants; reviewing and endorsing acceptable RFP's and proposals when necessary; sharing the project monitoring responsibilities when appropriate to ensure project effectiveness; reviewing project reports as appropriate; conducting meetings with contractors to clarify project procedures and/or requirements, when necessary.

The VRCU Supervisor is the individual responsible for the administration of the available funds in accordance with existent legislation. In addition the Supervisor is advised by the VRCU Advisory Committee and is responsible for: providing information pertaining to application requirements and procedures; preparing and distributing RFP's; receiving, reviewing, evaluating and processing all proposals; ensuring that proposals and project are in compliance with federal or state legislation and guidelines; monitoring all administrative aspects of funded projects; coordinating all internal and external processing activities pertaining to the approval or termination of projects; identifying and compiling lists of potential applicants, assisting with the preparation of the contractors; compiling, establishing and distributing all project monitoring guidelines and requirements to contractors; and reviewing project reports.

FY 1979
ANNUAL PROGRAM PLAN

TABLE 63

EXEMPLARY AND INNOVATIVE ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

To advance or improve vocational education in South Carolina by serving vocational educators through the coordination and monitoring of exemplary and innovative programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1.0 To contract with eligible institutions and agencies to conduct exemplary & innovative programs by June 30, 1979, that will address one or more of the FY'79 priority areas. ***Anticipated FY 78 carryover - $57,835**	$52,500	$-0-	$-0-	**1.0 Using the request for proposal (RFP) procedure, proposals will be solicited from all eligible applicants in South Carolina, addressing the following FY'80 priority areas: Personnel Development for Vocational Education; Administration of Vocational Education at the state and local levels; and Program Evaluation. Projects will be funded and implemented addressing the following FY'79 priorities: Comprehensive systems of Guidance, Counseling, Placement, or Follow-through; Needs Assessment; and Program Evaluation.**

FY 1982

FIVE-YEAR PLAN

EXEMPLARY AND INNOVATIVE
FIVE-YEAR GOAL
FISCAL YEAR 1982

PURPOSE:

To advance or improve vocational education in South Carolina by serving vocational educators through the coordination and monitoring of exemplary and innovative programs.

GOAL:

1. To engage in contracts with eligible institutions and agencies for the purpose of conducting exemplary and innovative programs that will complement efforts or findings, meet identified needs, resolve problems, and eliminate or reduce the concerns of those affected.

CURRICULUM DEVELOPMENT

CURRICULUM DEVELOPMENT

I. Philosophy

The State Board of Education considers curriculum development an integral part of the South Carolina vocational educational system. The Office of Vocational Education believes that all vocational curriculum development activities should be coordinated by the Vocational Research Coordinating Unit in accordance with P. L. 94-482, Subpart 3, Section 133.

Curriculum development activities funded by the Office of Vocational Education should focus on predetermined state-wide curriculum needs and job skill training requirements. The process by which these needs will be addressed should generally consist of: research, development, field testing/evaluation, demonstration and dissemination. Provisions should be made for continuous updating to assure that the vocational training provided is relevant and of high quality and will effectively meet student and employer needs. The materials developed should allow for teacher-learning practices whereby students can participate in individualized instruction, manipulative skill development, group interaction, and performance assessment, which will best serve the particular needs of each student. All curriculum materials developed should be free of bias or stereotyping on the basis of sex, race, and national origin.

II. Funding Policies

A. Annually the Department of Education, Office of Vocational Education, RCU will enter a contract for approximately $300,000 of its Federal (Subpart 3) and State funds to maintain a media center and staff consisting of curriculum development experts and media technicians.

B. Use of Federal funds for curriculum development under Subpart 3 will be explained in the comprehensive annual and five-year program improvement plan prepared by the VRCU and revised annually.

C. All curriculum development activities funded under this section will address or relate to the predetermined and approved priorities or needs established by the State Department of Education, Office of Vocational Education.

D. Curriculum development contracts will be awarded no later than 30 days after the beginning of each fiscal year and terminated at the end of the fiscal year.

E. No contract will be made pursuant to subsection 132(a) unless the applicant can demonstrate a reasonable probability that the contract will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such contract.

III. Policy Statement

A. The VRCU in accordance with P. L. 94-482, Subpart 3, Section 133, will coordinate the curriculum development activities in the State.

B. The RCU will develop, in cooperation with the Program Planning and Development Section and Vocational Media Center, an annual and five-year plan for curriculum development and incorporate it in the comprehensive plan for program improvement.

C. The Program Planning and Development Section is responsible for diffusion of curriculum development materials state-wide.

D. The VRCU is responsible for the dissemination of the findings and results of the program improvement activities throughout the State, to the Commissioner of U.S.O.E., and the National Center for Research in Vocational Education.

E. All vocational curriculum development efforts must comply with prescribed uses of funds for curriculum development contained in P. L. 94-482, Subpart 3, Section 133.

F. The Vocational Media Center will serve as the State laboratory for vocational education curriculum development, production and distribution.

G. Under this section curriculum materials will be developed through a systematic process incorporating research, development, field testing/evaluation, demonstration and dissemination.

H. Curriculum materials will be developed using performance-based objectives produced through V-TECs or correlated with the V-TECs Consortium objectives, whenever possible. These objectives will be established systematically.

I. Continuous evaluation and updating of curriculum material will occur to assure the relevancy and quality of the vocational training provided.

J. Materials developed will incorporate a variety of teaching-learning practices and opportunities for students to increase their knowledge and develop their abilities.

K. All curriculum materials produced will be free of bias or stereotyping on the basis of sex, race, and national origin.

L. Curriculum development activities conducted through agencies or organizations other than the State vocational media center will be done through open competition in response to a request for proposals (RFP) prepared by the VRCU. This process will comply with the policies and procedures established by the Department of Education, Office of Vocational Education and contained in this plan for research projects.

M. Appropriate teachers and administrators will be trained to use and implement all curriculum materials developed.

N. The Office of Vocational Education will provide technical and support assistance to local school district personnel for the improvement of curriculum materials.

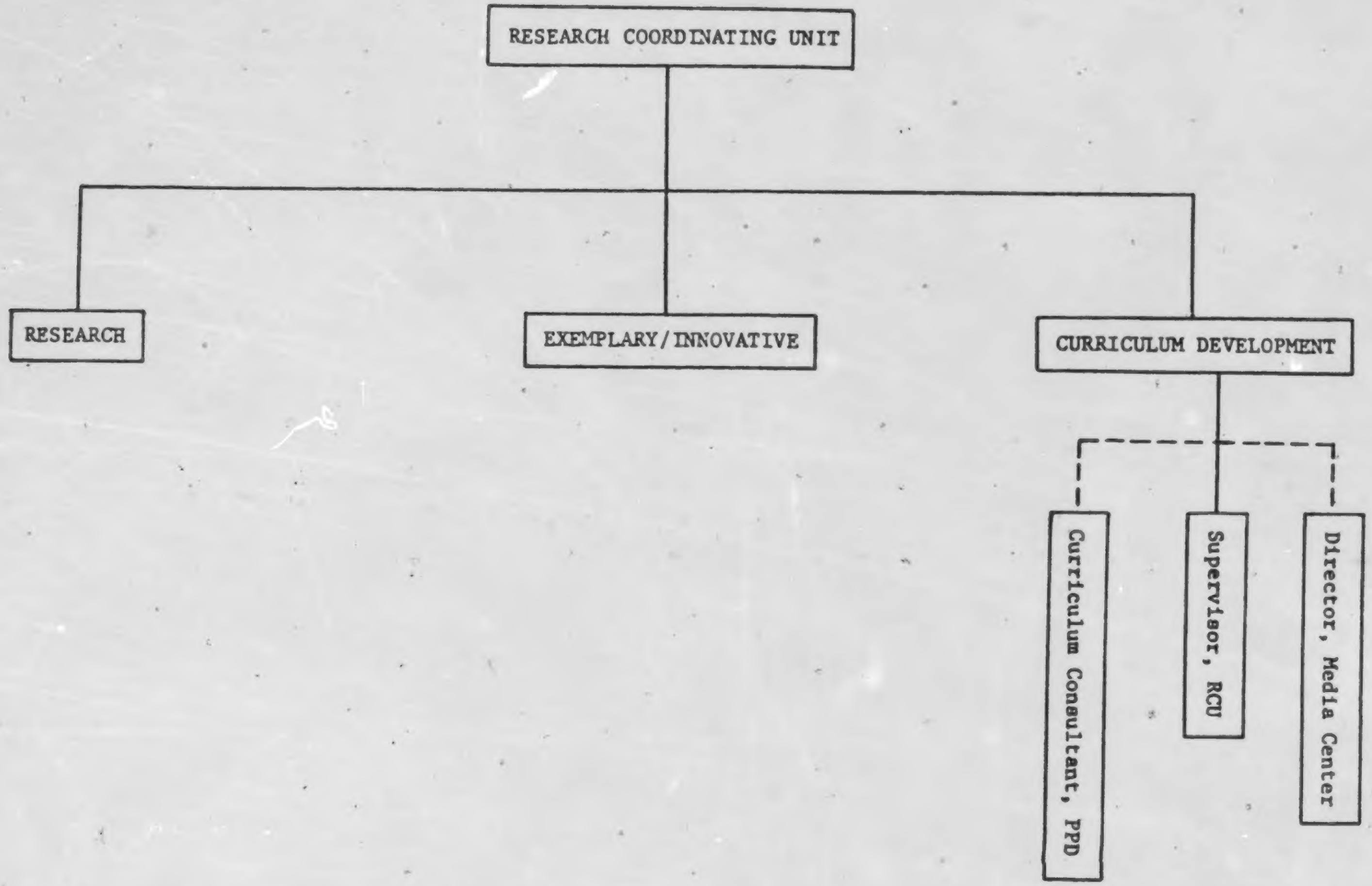
O. All instructional materials will be approved by the Chief Supervisor and the appropriate State Supervisor plus the Curriculum Coordinator of the Program Planning & Development Section prior to printing, for distribution to field test/evaluation and demonstration sites, or for statewide dissemination.

P. In accordance with the instructions provided by OVE, RCU, the Vocational Media Center will prepare and submit to the Office of Vocational Education for approval, an annual management plan to accomplish the curriculum development objectives (projects) established for the year. The plan will consist of a list of the activities, time line of events, staff assignments and detailed budget by line item and project.

Q. The Program Planning and Development Section is responsible for providing a thorough description of the desired product for each curriculum project to be developed by either the vocational media center or by an independent contractor.

R. All performance based instructional materials will be developed and produced in accordance with the approved system prepared by the Office of Vocational Education, Program Planning and Development Section staff.

IV. ORGANIZATIONAL STRUCTURE


RESEARCH COORDINATING UNIT
RESEARCH
EXEMPLARY/INNOVATIVE
CURRICULUM DEVELOPMENT
Curriculum Consultant, PPD
Supervisor, RCU
Director, Media Center

V. Personnel Responsibilities for Curriculum Development

The curriculum development process involves many people, some within the Office of Vocational Education's PPD Section and RCU, and others in the Vocational Media Center located at Clemson University. The following paragraphs will describe the responsibilities of each individual or section involved.

While the State Board of Education has the ultimate responsibility for the approval of the five-year and annual state plans for curriculum development, the State Superintendent of Education and Deputy Superintendent for Instruction must also approve the plan prior to its submission to the State Board.

The Director of the Office of Vocational Education has responsibilities consisting of: establishing the curriculum development priorities; approving the state plan for curriculum development; approving the annual management plan prepared by the Vocational Media Center; signing the annual contract with the Vocational Media Center for specified curriculum development and related services; and approving the annual report on curriculum development prepared by the VRCU.

The Office of Vocational Education Chief Supervisors provide advice and make recommendations to the Director pertaining to curriculum and non-curriculum priorities and long and short range curriculum plans. They must approve the annual and five-year state plan prior to its submission to the Director.

The VRCU is responsible for identifying curriculum development needs, preparing the annual and five-year state plan for curriculum development, coordinating curriculum development efforts within the State, providing to the Vocational Media Center the priorities and objectives for the development of its annual curriculum management plan, preparing and signing the annual contract with the Vocational Media Center for curriculum development and related services, reviewing and approving all curriculum development progress reports, coordinating all curriculum research and evaluation efforts, establishing demonstration and field test site criteria, and preparing and disseminating the annual curriculum development report.

The Program Planning and Development Section will assist with the preparation of the annual and five-year state plan for curriculum development, provide to the VRCU annually a prioritized list of the curriculum development projects, work directly with the designated project director(s) during the development of all curriculum materials, approve all new or revised curriculum material prior to printing for distribution to field test/evaluation sites or for statewide dissemination, and select the desired format and specify the procedures by which all curriculum material will be produced.

The Vocational Media Center is responsible for assisting with the preparation of the annual and five-year vocational curriculum development state plan,preparing and submitting an acceptable annual management plan and budget for the production of all specified vocational curriculum material, producing or managing the production of all vocational curriculum material specified in the annual contract with the Office of Vocational Education, and preparing and submitting periodic progress reports to the VRCU.

VI. PROCEDURES AND RESPONSIBILITIES

	RESPONSIBILITIES*				
	RCU	PPD	MC	CONT	DIR
A. PLANNING					
Coordinate program improvement planning.					
1. Identify needs.	1			2	
2. Establish priorities.	2	2			1
3. Set up planning schedule.	1				
4. Establish objectives and select strategies to accomplish objectives.	1	2	2		
5. Describe the duties and responsibilities of those involved in the implementation of the various parts of the plan.	1	2	2		
6. Approve annual media center plan.	2	2			1
7. Prepare the budget.	2	3	1		
8. Approve program improvement plan.					1
B. RESEARCH					
Coordinate the implementation of the research component.	1				
1. Determine the type of research needed.	1	2	3		
2. Select the most practical approach and determine resources needed.	1	2	3		
3. Conduct desired research.				1	
4. Prepare report of research results.				1	
5. Analyze results.	1	2	3	3	
6. Make decisions.	2	2			1
C. DEVELOPMENT					
Coordinate the implementation of the development component.	1				
1. Identify existing material.	3	3	1 or	1	
2. Select materials for review.	3	3	1 or	1	
3. Review materials and identify voids.	3	3	1 or	1	
4. Modify existing materials as necessary.	3	2	1 or	1	
5. Develop new materials as necessary.	3	2	1 or	1	
6. Approve the material for printing.		1			
7. Replicate materials for field testing/evaluation.			1 or	1	
8. Prepare a report of the development procedure.			1 or	1	
9. Review and approve the report.	1				

	RESPONSIBILITIES*				
	RCU	PPD	MC	CONT	DIR
D. FIELD TEST/EVALUATION					
Coordinate the implementation of the field test/evaluation component.	1				
1. Select method of evaluation.	1	2			
2. Identify and select field test/evaluation sites.	1	1			
3. Conduct evaluation.				1	
4. Report results of evaluation.				1	
5. Analyze the results.				1	
6. Decide whether or not to continue the project.		2			1
7. If appropriate, identify and recommend the necessary adjustments, modifications or revisions of the materials.	2	2	3	1	
8. Prepare a report of the field test/evaluation procedures.				1	
9. Review and approve the report.	1				
E. REVISION					
Coordinate the implementation of the revision component.	1				
1. Determine revisions required.	3	1	3		
2. Revise the materials.			1 or	1	
3. Approve revisions.		1			
4. Replicate for Statewide implementation.			1		
5. Prepare materials for distribution.		2	1		
6. Prepare a report of the revision procedure.			1 or	1	
7. Review and approve the report.	1				
F. DEMONSTRATION (OPTIONAL)					
Coordinate the demonstration component.	1				
1. Establish site selection criteria and conditions and guidelines for demonstration sites.	1	2			
2. Identify and select the sites.	2	1			
3. Set up and demonstrate the program.	Selected Voc. Ed. Institution				
4. Demonstrate the effectiveness of the effort.	Selected Voc. Ed. Institution				
5. Prepare a report of the effort.	Selected Voc. Ed. Institution				
6. Review and approve the report.	1				

	RESPONSIBILITIES*				
	RCU	PPD	MC	CONT	DIR
G. IMPLEMENTATION					
Coordinate the implementation component.	1				
1. Organize and conduct in cooperation with the Teacher Education Program Consultant, appropriate inservice training for instructors and administrators, pertaining to the use of the materials.		1	2 or	2	
2. Distribute the materials to the instructors for implementation.		1	2		
3. Implement and use the materials in the program as recommended.	Individual Voc. Ed. Institution				
4. Provide follow-up and support services as required during initial year of implementation.		1	3 or	3	
5. Prepare a report of the implementation procedure.		1	3 or	3	
6. Review and approve the report.	1				
H. DISSEMINATION					
Coordinate the dissemination component.	1				
1. Compile a mailing list of primary recipients of the annual curriculum development report.	1				
2. Prepare annual curriculum development report.	1	3	3	3	
3. Approve the report for printing.					1
4. Print the report for distribution.			1		
5. Distribute the report and other pertinent information to appropriate people and agencies.	1				

RESPONSIBILITIES

RCU - Research Coordinating Unit
PPD - Program Planning and Development
MC - Media Center
CONT- Contractor
DIR - Director, Office of Vocational Education

NUMERICAL CODE

1. Responsibility for the management and completion of assigned activity or task.
2. Concurrence must be obtained prior to acceptable completion of the task.
3. Information and services provided as required.

FY 1979

ANNUAL PROGRAM PLAN

TABLE 64
CURRICULUM DEVELOPMENT ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

To provide relevant and useful curriculum materials to the vocational instructors and students of the State.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1.1 Establish the curriculum development priorities and objectives and develop the FY'80 plan for curriculum development, by June 30, 1979.				1.1 The FY 1978 Vocational Education Needs Assessment report will be carefully analyzed to identify all curriculum development needs or problems. The FY 1979 State Plan for Vocational Education and the Media Center Management Plan will be reviewed to identify commitments that will extend into FY'80 for further development or completion. New projects will be selected based on the needs assessment findings and a list of all projects for FY'80 will be compiled and prioritized, objectives established and the plan developed in accordance with the instructions from the O.V.E.
2.1 Identify the subject areas for which specific curriculum needs must be found and prepare a plan to determine and report the needs, by June 30, 1979.				2.1 It is anticipated that the FY'78 needs assessment will reveal only general curriculum needs, thus requiring further study in specific subject areas to more clearly define problems or needs in those areas. Critical curriculum development needs will be identified by using predetermined criteria and guidelines, prepared by the O.V.E. A report will be prepared consisting of a proposed strategy and time line of events to address each need.
3.1 Produce instructional materials in accordance with the FY'79 priorities established by the Office of Vocational Education, by June 30, 1979.	$288,281			3.1 A list of prioritized curriculum development needs projects with beginning and completion dates and appropriate instructions from the O.V.E., provided to the Vocational Media Center will produce a management plan and budget to complete the assigned tasks during the period specified by the O.V.E. The plan will be implemented and the projects completed in accordance with the approved management plan.
4.1 Select the method(s) and provide necessary training to the appropriate teachers and administrators, for instructional materials ready for implementation, at field test/evaluation or demonstration sites, or for statewide dissemination, by August 30, 1979.				4.1 The appropriate state supervisors will determine the time, place and method to be used for training instructors in the use of new curriculum materials. Upon completion of the training the material will be distributed to the instructors for implementation.

TABLE 64 (continued)

CURRICULUM DEVELOPMENT ANNUAL PLAN

FISCAL YEAR 1979

Public Law 94-482, Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

To provide relevant and useful curriculum materials to the vocational instructors and students of the State.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
5.1 Develop a plan and establish procedures for the evaluation and updating of vocational instructional materials, by June 30, 1979.				5.1 Various evaluation methods and techniques will be identified and screened for consideration and use in South Carolina. Appropriate features will be extracted from the various models to develop an acceptable approach for the state's programs. A plan will then be developed to periodically evaluate and update vocational instructional materials produced and/or used in the state's vocational programs.

FY 1982

FIVE-YEAR PLAN

454

CURRICULUM DEVELOPMENT
FIVE-YEAR GOALS
FISCAL YEAR 1982

PURPOSE:

To provide relevant and useful curriculum materials to the vocational instructors and students of the State.

GOALS:

1. To create and maintain a curriculum development system by which instructional materials will be developed, continuously evaluated and updated to meet the needs of students, teachers and employers.

2. To determine the curriculum needs for all secondary vocational education programs.

3. To develop and test curriculum materials designed to improve the State's vocational education programs.

4. To provide appropriate training to vocational instructors and administrators that will enable them to properly implement and use new and revised curriculum materials.

5. To periodically review, evaluate and update curriculum materials used in vocational programs.

● SUPPORT SERVICES

VOCATIONAL GUIDANCE AND COUNSELING

VOCATIONAL GUIDANCE AND COUNSELING

I. Philosophy

The central theme underlying vocational guidance and counseling, to include placement and follow-up services, in the State of South Carolina is a commitment to the total development of the individual. This development shall provide direction and guidance for freedom of choice in the selection of career objectives. Further, the State's educational system is responsible for assisting its youth and adults to bridge the gap between education and occupation. The role of the counselor is seen as one of assisting the individual student in making a career selection which is consonant with the student's abilities, aptitudes, interests and available training opportunities. The counselor assists students by providing them information about themselves, occupations, and educational programs. The placement function is seen as facilitating those wanting work (supply) with jobs (demand) and shall be made available to all leavers, completers, and former students. In addition, it is seen as a communications channel between employers and schools and serves to recruit new employers for those wanting employment. Coordination of effort is deemed of particular importance in that potential employers should have a central contact person within a given service area and that students should have the freedom to choose jobs in other geographical regions in the State. Further, follow-up is an essential element in the educational program, providing direct feedback on ways for relating instruction to current occupational/educational needs. Also, vocational guidance, counseling, placement, and follow-up functions are to serve all students without regard to sex, creed, race, color, age or national origin.

II. Funding Policy

The use of federal funds in Subpart 3, Title II, for vocational guidance and counseling shall be used to provide vocational guidance counselors at 56 vocational centers. The allotted funds exceed the required 20% of Subpart 3 funds which must be used for vocational guidance and counseling activities. Eligible recipients are encouraged insofar as practical to:

A. Fund programs, services or activities which bring individuals with experience in business and industry, the professions and other occupational pursuits into schools as counselors or advisors for students, and which take students into business and industry, the professions and other occupational pursuits for the purpose of acquainting them with the nature of the work that is accomplished therein; and/or

B. Fund projects in which guidance counselors obtain experience in business and industry, the professions and other occupational pursuits which will better enable those counselors to carry out their guidance and counseling duties.

Eligible recipients employing a separate person to perform only the placement and follow-up functions shall use state and/or local funds.

III. Policy Statements

A. The ultimate responsibility for providing effective and efficient vocational guidance, counseling, placement and follow-up services to students rests with the respective local school boards.

B. The State vocational guidance and placement consultant shall provide technical and support services to local education agencies which assists them in providing and improving services to students.

C. Each school with vocational/technical programs shall designate a person as having overall responsibility for job-placement.

D. Eligible recipients shall make vocational guidance and counseling services available to students in grades 7-12, juvenile dropouts, students in post-secondary institutions, out-of-school individuals, displaced homemakers and other special groups.

E. Vocational guidance and counseling is an integral part of the educational process; it shall be integrated into exploratory courses (e.g., Prevocational), employability training and affective and socio-personal education.

F. Equal access to vocational guidance and counseling services by students is deemed to be of paramount importance; discrimination on the basis of race, creed, sex, age, or national origin shall be prohibited. Further, eligible recipients are encouraged to use vocational guidance counselors employed at the vocational centers extensively in other secondary schools to supplement the total guidance program.

G. The South Carolina Department of Corrections shall provide vocational and educational counseling for youth and adult offenders in correctional institutions Appropriate agencies providing supporting services shall be included in a counseling program.

H. Eligible recipients shall provide specialized vocational guidance and counseling programs for persons of limited English-speaking ability.

I. Technical Colleges and Technical Education Centers shall provide vocational resource centers to meet the special needs of post high school aged individuals who are out of school, out of work, those wishing to change or upgrade job potential, homemakers wishing to enter the work force, those wishing to enter a nontraditional field and special supportive services for those in nontraditional employment.

J. Eligible recipients shall provide disadvantaged and handicapped students specialized vocational guidance, counseling, placement and follow-up services. Coordinate guidance and counseling activities with prime agencies conducting the programs.

K. The sex equality coordinator and the vocational guidance consultant shall develop jointly, career materials for use by women and educational institutions dealing with the changing work patterns of women, ways to overcome sex stereotyping and career selection based upon needs, interests and abilities, and they shall make available the materials to eligible recipients.

L. Vocational guidance counselors shall coordinate with other agencies and staffs their counseling efforts for clients which could lead to a greater understanding of educational and occupational options.

M. Eligible recipients, insofar as practicable, shall provide students with field trips to work and educational sites to familiarize students with an indepth view of an occupation in its environment and the available educational programs which provide entrance, advancement in field, and other work/educational options.

N. Eligible recipients with more than one job-placement service, and those which vie for jobs in a common area, shall require job-placement personnel to cooperate fully in order to prevent duplication of effort while providing services to students and employers.

O. Job-placement services shall be coordinated at all levels of the State and with the Job Service Office of the S. C. Employment Security Commission in order to prevent duplication of effort. Evidence of this coordination shall appear in the local application.

P. Eligible recipients shall attempt to place vocational/technical completers in all local firms that utilize the skills taught in vocational/technical programs.

IV. Needs Assessment

A. Subsequent paragraphs in this section show numbers of students needing guidance and placement services in secondary schools in the State and those enrolled in the vocational centers. Noteworthy is vocational enrollment increased nearly 2,000 students while total secondary enrollment dropped nearly 14,000. Percentage increase was from 68.9% to 74.7%. Included in the totals are 4,727 handicapped students (3,175 mainstreamed) and 16,064 disadvantaged (11,859 mainstreamed, 6 limited English speaking ability) which require special attention from guidance counselors and job-placement coordinators. The initial section, South Carolina: An Overview, in the State's Five-Year Plan for Vocational Education provides demographic statistical characteristics of the State. In addition, Table 16 indicates a significant need for jobs which require vocational/technical training for entry. Further, during 1977 54 new plants located in South Carolina needing 7,127 employees and 594 old plants expanded adding 10,475 new jobs. Over 50% of the jobs in the new and expanded plants were in the metal working and similar industries which require vocational/technical trained workers. The trend is expected to continue. Also, the trend of women in South Carolina entering the work force has increased significantly over the last few years (25.8% increase from 1970-1975) and a continuation of the trend is expected during the foreseeable future. Therefore, to educate the State's youth and adults regarding employment and development opportunities, a viable guidance and counseling service is needed.

B. Completers of vocational courses available for job-placement in School Year 1976 showed a drop of 3.7 percent from School Year 1975. To help the State's youth bridge the gap between education and employment, during calendar year 1977 additional emphasis was placed on job-placement and follow-up. Results in placement for School Year 1977-78 are expected to reverse the trend and bring job-placement rates on schedule to meet five-year objectives.

C. Vocational Education Student Participation Rate for 1977-1978

County	Grades 9-12 Total Enrollment	Grades 9-12 Vocational Enrollment	Voc. Ed. Student Participation Rate
Abbeville	1,274	1,186	93.0%
Aiken	7,931	5,766	72.7%
Allendale	648	1,078*	100.0%
Anderson	8,388	6,106	72.8%
Bamberg	1,169	920	78.7%
Barnwell	1,321	1,321	100.0%
Beaufort	2,990	2,245	75.1%
Berkeley	6,287	4,705	74.8%
Calhoun	751	780*	100.0%
Charleston	14,615	11,365	77.8%
Cherokee	2,429	1,794	73.9%
Chester	2,216	1,881	84.9%
Chesterfield	2,460	2,231	90.7%
Clarendon	1,932	1,660	85.9%
Colleton	2,011	1,655	82.3%
Darlington	3,906	3,341	85.5%
Dillon	2,364	1,717	72.6%
Dorchester	3,777	2,613	69.2%
Edgefield	1,043	1,041	99.8%
Fairfield	1,388	1,734*	100.0%
Florence	7,029	5,758	81.9%
Georgetown	2,886	2,302	79.8%
Greenville	16,845	10,709	63.6%
Greenwood	3,733	2,014	54.0%
Hampton	1,206	955	79.2%
Horry	5,836	3,771	64.6%
Jasper	1,286	777	60.4%
Kershaw	2,756	2,528	91.7%
Lancaster	3,278	2,793	85.2%
Laurens	2,683	2,181	81.3%
Lee	1,384	1,070	77.3%
Lexington	9,877	7,182	72.7%
McCormick	575	726*	100.0%
Marion	2,281	2,053	90.0%
Marlboro	2,129	1,896	89.1%
Newberry	1,954	1,657	84.8%
Oconee	3,004	3,026*	100.0%
Orangeburg	5,849	5,193	88.8%
Pickens	4,203	2,542	60.5%
Richland	15,806	10,651	67.4%
Saluda	736	587	76.9%
Spartanburg	11,360	8,814	77.6%
Sumter	6,087	3,990	65.5%
Union	2,082	1,729	83.0%
Williamsburg	4,256	2,038	47.9%
York	6,228	3,704	59.5%
STATE TOTALS	194,249	145,153 (adjusted)	74.7%

* This enrollment figure contains some duplication.

Sources: a. Vocational Data Unit Output Report
b. Enrollment by Grade, by District, 1977-78
35 Day Enrollment for 45 Day Period

D. Area Vocational Center Enrollments for 1977-1978

	Area Vocational Center	Enrollment
1.	Aiken County Vocational Center	338
2.	Allendale County Vocational Center	516
3.	Anderson County 1 & 2 Vocational Center	484
4.	R. D. Anderson Area Vocational Center	709
5.	Aynor-Conway Area Vocational Center	519
6.	Barnwell County Area Vocational School	327
7.	Bonneau Vocational Center	371
8.	Beaufort-Jasper Career Center	461
9.	Calhoun-Orangeburg Vocational Center	403
10.	Career and Occupation Center (Florence)	285
11.	Cherokee Area Vocational Center	742
12.	Chester County Area Vocational Center	489
13.	Clarendon County Area Vocational School	359
14.	Colleton County Area Vocational Center	311
15.	Cooper River Occupational Center	537
16.	Cope Area Vocational Center	294
17.	Crescent Cities Vocational Center	115
18.	Daniel Morgan Vocational Center	500
19.	Darlington Career and Manpower Center	440
20.	Dillon County Area Vocational Center	397
21.	Donaldson Vocational Training Center	605
22.	Dorchester County Vocational Center	926
23.	Eau Claire Career Center	1,238
24.	Enoree Area Vocational Center	513
25.	Fairfield County Vocational Center	753
26.	Finklea Career Center	388
27.	Florence Area Vocational Center	1,094
28.	Foothills Area Vocational Center	560
29.	Grand Strand Career Center	503
30.	Greenwood County Vocational Facilities	638
31.	Gresham-Meggett Vocational Center	520
32.	Hartsville Area Vocational Center	681
33.	Hemingway Area Vocational Center	126
34.	Irmo-Chapin Career Center	1,088
35.	Floyd D. Johnson Vocational Center	920
36.	Kershaw County Vocational Center	901
37.	Lancaster Vocational Center	884
38.	Laurens County 55 Vocational Center	1,301
39.	Lee County Vocational Center	294
40.	Lexington 1 Area Vocational Center	525
41.	Lower Richland Career Center	280
42.	Lynhaven Career Center	599
43.	Marion-Mullins Vocational Center	703
44.	Marlboro Area Vocational Center	752
45.	McDuffie Vocational High School	775
46.	Newberry Vocational Center	601
47.	Oakley Vocational Center	397
48.	Oconee Vocational Center	586
49.	Pickens County Area Vocational Center	625
50.	Rock Hill Career Development Center	1,001
51.	Sumter County Career Center	423
52.	H. B. Swofford Area Vocational Center	466
53.	Strom Thurmond Vocational Center	683
54.	Union County Vocational Center	804
55.	Wilson Area Vocational Center	1,301
	STATE TOTAL	33,051

Source: 15 Day Attendance Report - S. C. Basic Education Data System (BEDS)

E. NEEDS ASSESSMENT

Percent of Vocational Program Completers Placed in Jobs Directly Related to Their Vocational Training in Spring, 1976.

County	Number of Completers Available for Job-Placement	No. Completers Placed in Jobs Directly Related to Voc. Training	% Completers Placed in Jobs Directly Related to Voc. Training
Abbeville	48	18	37.5%
Aiken	413	149	36.1%
Allendale	47	33	70.2%
Anderson	400	183	45.7%
Bamberg	46	25	54.3%
Barnwell	68	31	45.6%
Beaufort	39	15	38.5%
Berkeley	298	128	43.0%
Calhoun	61	17	27.9%
Charleston	323	203	62.8%
Cherokee	164	85	51.8%
Chester	132	70	53.0%
Chesterfield	124	44	35.5%
Clarendon	123	58	47.2%
Colleton	118	38	32.2%
Darlington	189	59	31.2%
Dillon	114	47	41.2%
Dorchester	244	90	36.9%
Edgefield	81	26	32.1%
Fairfield	196	74	37.8%
Florence	409	213	52.1%
Georgetown	84	21	25.0%
Greenville	717	369	51.5%
Greenwood	153	97	63.4%
Hampton	24	9	37.5%
Horry	310	147	47.4%
Jasper	15	10	66.6%
Kershaw	225	81	36.0%
Lancaster	279	128	45.9%
Laurens	144	57	39.6%
Lee	76	14	18.4%
Lexington	392	211	53.8%
McCormick	11	10	90.9%
Marion	153	83	54.2%
Marlboro	155	53	34.2%
Newberry	125	39	31.2%
Oconee	230	114	49.6%
Orangeburg	359	176	49.0%
Pickens	161	61	37.9%
Richland	508	254	50.0%
Saluda	21	9	42.9%
Spartanburg	635	399	62.8%
Sumter	246	145	58.9%
Union	38	11	28.9%
Williamsburg	98	47	48.0%
York	203	98	48.3%
STATE TOTAL	8,999	4,249	47.3%

Source: S. C. Basic Education Data System (BEDS) Output Report

FY 1979

ANNUAL PROGRAM PLAN

TABLE 65

VOCATIONAL GUIDANCE AND COUNSELING ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: To assist in an effective and efficient manner all students in the decision-making process of career selection and to ensure placement in jobs that are directly related to the vocational/technical training without regard to race, creed, color, sex, or national origin.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Fund 56 Vocational Guidance Counselors in each of the 56 vocational centers.	$ 861,785	$ 546,636	$ 308,820	1-1. SDE allocates federal funds to eligible recipients for employment of guidance counselors.
2. The Office of Vocational Education provides a Vocational Guidance and Placement Consultant during the Fiscal Year.	*	*		2-1. SDE allocates federal and State funds for the position.
3. All eligible educational institutions offering vocational/technical programs will have a job-placement coordinator during School Year 1978-79.				3-1. Job-placement coordinators will be employed or assigned as an additional duty.
4. All high schools and 56 area vocational centers will operate under a program of measurable objectives for vocational guidance and counseling and placement services during the School Year 1978-79.				4-1. All vocational centers individualize objectives from the list developed by a committee of vocational guidance counselors and provided each center in November, 1977. 4-2. All high schools operate under or update existing guidance objectives adopted for School Year 1977-78. 4-3. SDE consultant provides a draft of general objectives for job-placement services. 4-4. Schools individualize job-placement objectives in consonance with the local applications.
5. For grades 9-12, student participation rate in vocational courses will be 75% during School Year 1978-79.				5-1. Determined from Vocational Data Output Report taken from local applications. 5-2. Vocational guidance counselors in coordination with regular counselors conduct a vigorous guidance effort in feeder schools, 7th to the 10th grades. Students are to be exposed to the maximum over the extended period.

* State Administration

TABLE 65

VOCATIONAL GUIDANCE AND COUNSELING ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: To assist in an effective and efficient manner all students in the decision-making process of career selection and to ensure placement in jobs that are directly related to the vocational/technical training without regard to race, creed, color, sex, or national origin.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
6. All schools having grades 9-12 and not assigned a vocational guidance counselor, will have a designated vocational specialist by the start of School Year 1978-79.				6-1. Schools utilize Career Planning Coordinator.
7. All eligible educational institutions will complete an 80% review of guidance and counseling materials for elimination of sex bias and sex stereotyping by June 1, 1979.				7-1. Counselors review that portion of their guidance material which totals at least 80% of all their material to comply with this objective.
				7-2. Material screened will be so marked.
				7-3. Material not economically feasible to eliminate at this time will be marked so students recognize it for what it is and the material is used in a positive way to aid in eliminating sex bias and sex stereotyping.
8. All eligible institutions offering vocational/technical education will understand the changing work patterns of women and ways of overcoming sex stereotyping in career selection.				8-1. Vocational guidance consultant in coordination with the consultant on sex equality, shall develop and disseminate material showing changing work patterns of women and ways of overcoming sex stereotyping in career selection.
				8-2. Vocational guidance consultant issues material to all schools.
9. All schools offering prevocational and vocational classes insofar as practical will acquaint students with the nature of work throughout the school year.				9-1. Eligible recipients arrange tours to Businesses, Industries, Professions, and Other Occupations.
				9-2. Eligible recipients arrange to have individuals from Businesses, Industries, and Professions visit classes in the school.
				9-3. Visitations will be recorded.

TABLE 65

VOCATIONAL GUIDANCE AND COUNSELING ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: To assist in an effective and efficient manner all students in the decision-making process of career selection and to ensure placement in jobs that are directly related to the vocational/technical training without regard to race, creed, color, sex, or national origin.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
10. All eligible institutions will provide students with the opportunity for individual counseling by an experienced person from Business, Industry, Professions, and Other Occupations insofar as practical throughout the school year.				10-1. Eligible recipients locate and provide resource persons for counseling students regarding their occupational field.
11. Vocational resource centers will be provided by each TEC for those in post-secondary programs during the school year from July 1, 1978, and ending June 30, 1979.				11-1. Facilities established by TECs. 11-2. Materials stocked. 11-3. Counselors made available.
12. All eligible educational systems will provide special guidance services to meet the needs of the handicapped and disadvantaged during School Year 1978-79.				12-1. Educational systems coordinate efforts with other appropriate State agencies.
13. Job-placement consultant prepares an in-service program and material to aid local job-placement coordinators when requested during School Year 1977-78.				13-1. Job-placement consultant prepares program and material. 13-2. Presentation of program and material is individualized to local local needs.

TABLE 65

VOCATIONAL GUIDANCE AND COUNSELING ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: To assist in an effective and efficient manner all students in the decision-making process of career selection and to ensure placement in jobs that are directly related to the vocational/technical training without regard to race, creed, color, sex, or national origin.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
14. All eligible educational systems and/or institutions offering vocational/technical education will operate a job-placement program during School Year 1978-79.				14-1. Conduct/update survey of local businesses, industries, professions, and other occupations to provide informational basis for programs.
				14-2. Develop, implement, operate, evaluate, and change the program plan when and where needed to facilitate effectiveness and efficiency. The program plan indicates means (i.e. personnel and other resources) to accomplish the objective.
15. All eligible educational institutions offering vocational/technical programs will place 55% of those available for placement from their program completers in field of training or in jobs related to their training prior to February 1980.				15-1. Develop a job-placement program.
				15-2. Assign job-placement tasks.
				15-3. Maintain current placement progress and priorities.
				15-4. Update plan frequently, establish new priorities, and develop new strategies when needed.
16. All eligible educational institutions offering vocational/technical programs will maintain records of students placed in continuing education and jobs, include among other data a person's sex and place of employment/education.				16-1. Each institution develops and maintains cross-indexed files.
				16-2. Each institution conducts follow-up studies with appropriate educational/occupational sites.
				16-3. Retain follow-up records for five years.

TABLE 65

VOCATIONAL GUIDANCE AND COUNSELING ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: To assist in an effective and efficient manner all students in the decision-making process of career selection and to ensure placement in jobs that are directly related to the vocational/technical training without regard to race, creed, color, sex, or national origin.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
17. Vocational guidance counselors, with the additional responsibility of job-placement coordinator and job-placement coordinators in educational institutions offering vocational/technical programs, will conduct public relations activities to keep perspective students parents, and employers frequently aware of the nature of the educational and job-placement opportunities available in the educational institutions and in the community.				17-1. Provide prospective students with literature, group guidance activities, tours of facilities, among other things, regarding educational programs offered at the institution. 17-2. Provide a counseling resource center for student perusal and browsers at the school/centers. 17-3. Conduct educational and career fairs accessible to all secondary students. 17-4. Utilize local news media to appraise parents and students of educational opportunities and employers of trade/craft areas and quality of product from the programs. 17-5. Provide employers as a minimum with program tours, completion announcements, and opportunities to interview program completers.

VOCATIONAL GUIDANCE AND COUNSELING FIVE-YEAR PLAN

GOAL: To assist in an effective and efficient manner all students in the decision-making process of career selection and to ensure placement in jobs that are directly related to the vocational-technical training without regard to race, creed, color, sex, or national origin.

1. Vocational Guidance Counselors in area vocational centers will be funded.
2. A State Vocational Guidance and Counseling Consultant will be funded.
3. Each high school area vocational center will operate under a program of measurable objectives for vocational guidance and counseling.
4. Secondary school student participation rate in vocational education will be 80% (as defined in Public Law 94-482).
5. Each high school will have a trained vocational specialist.
6. Guidance and counseling materials at all high schools will have been reviewed for elimination of sex bias and appropriate actions taken.
7. In-Service training programs regarding the changing work patterns of women, etc., will have been conducted in all 92 school districts.
8. Fifteen job-placement coordinators will be funded.
9. A State Placement Service Consultant will be funded.
10. Each school district will operate under a program of measurable objectives for placement services.
11. 62% of Vocational Program Completers who are available for placement will be placed in jobs directly related to their vocational training.
12. 100% of the placement service programs will have performed an analysis of placement rates by sex and taken appropriate corrective action.

● TEACHER EDUCATION

TEACHER EDUCATION

I. Philosophy

Continuous improvement in the qualifications of personnel is one means of improving the quality of vocational education in the State. It is the responsibility of the State, through approved teacher education institutions, to prepare an adequate supply of competent teachers, administrators, counselors and ancillary staff to conduct the vocational education programs in South Carolina and assist teacher education institutions and local school districts in providing relevant staff development activities for personnel already employed in these positions.

II. Funding Policy

A. Teacher education funds will be allocated to selected teacher education departments to conduct in-service/pre-service activities to meet priority training needs identified through a study to be conducted by the Office of Vocational Education.[1]

III. Policy Statements

A. Each school district shall be encouraged to establish policies and procedures to promote the professional growth of its vocational education staff.

B. Selected teacher education departments shall be given an opportunity to develop in concert with the Director, Office of Vocational Education and appropriate State supervisors, such programs and activities for professional improvement as may be needed.

C. The State Director shall recommend allocations of Federal and State funds for this purpose to teacher education institutions provided they submit an annual plan outlining activities to be performed to meet in-service/pre-service training needs identified by the Office of Vocational Education.

D. Selected teacher education institutions will be requested to submit a plan to address priority training needs. Plans will be submitted to the State Director for review six months prior to beginning of the next fiscal year. The types of activities which are considered as appropriate for funding under this provision include the following as provided for by Public Law 94-482:

1. Providing in-service training for vocational education teachers and other staff members to improve the quality of instruction, supervision, and administration of vocational education programs, and to overcome sex bias in vocational education programs.

2. Providing short-terms or regular-session institutes designed to improve the qualifications of persons entering or re-entering the field of vocational education in new and emerging occupational areas in which there is a need for such personnel.

3. Providing vocational guidance and counseling training designed to acquaint counselors with (1) the changing work patterns of women, (2) ways of effectively overcoming occupational sex stereotyping, and (3) ways of assisting girls and women in selecting careers based on their occupational needs and interests.

4. Conducting training activities which show promise of overcoming sex stereotyping and sex bias in vocational education.

5. Training or retraining teachers and supervisors in vocational education in new and emerging occupations.

6. Preparing journeymen in the skilled trades or occupations for teaching positions.

7. Offering pre-service and in-service programs for teacher coordinators for cooperative vocational education programs.

8. Providing undergraduate and graduate pre-service vocational teacher education programs.

9. Providing in-service training for credit and non-credit purposes both on campus and off-campus to improve the effectiveness of employed vocational teachers.

10. Providing consultant services to the Office of Vocational Education in curriculum development, in-service activities, developing proposals, assistance with youth organizations, administering trade examination services, public relations and other efforts directed toward improvement of vocational education.

E. The Office of Vocational Education shall evaluate proposed activities and overall plans using the following considerations:

   1. The degree to which the objectives of the plan address training priorities of the Office of Vocational Education.

   2. The extent to which the plan shows that there is a need for the proposed activities;

   3. The number of vocational education personnel who will benefit from the proposed activities;

   4. Evidence that the department/institution has the capabilities to carry out the plan as outlined;

   5. The extent to which the budget outlines expected expenditures needed to accomplish the activities;

6. The extent to which the plan and activities are in compliance with regulations relating to elimination of sex bias and sex role stereotyping.

F. In the event the plan submitted by the institute is not approved the institution shall be advised of deficiencies in the plan and be given 30 days for revision.

G. The State Director shall advise institutions within 60 days after receiving Federal funding whether or not the plan is approved.

H. The Office of Vocational Education will provide the services of a Teacher Education Consultant to (1) coordinate an annual needs assessment for training needs, (2) coordinate teacher activities sponsored by the Office of Vocational Education and (3) coordinate an annual evaluation of professional development activities in the State.

I. Evaluation of teacher education activities in colleges and universities.

1. Teacher education programs funded by the Office of Vocational Education shall be reviewed and evaluated annually.

2. Teacher education personnel shall provide the Director, Office of Vocational Education, a semiannual report at the end of January and June indicating the extent to which activities outlined in the institutions teacher education plans were accomplished.

3. The teacher education consultant of the Office of Vocational Education will be responsible for compiling the teacher education reports from the institutions and for coordinating a committee appointed by the State Director to evaluate the year's activities.

4. In addition to final reports submitted by the institutions, other information which will be utilized by the committee in preparing its annual evaluation shall include the following: staff visits and reports, district/county superintendent reports, and area vocational center/principal reports.

5. The semiannual report from each service area in teacher education institutions shall be provided by the State Director to the respective State supervisors.

IV. & V. Annual (FY 79) Program Plan

A. Needs Assessment/Rationale. A study conducted by the Office of Teacher Certification combined with input from the service area supervisors shows that there are a total of 218 vacant teaching positions in Vocational Education.

The initial reports from a needs assessment conducted by the Office of Vocational Education show that approximately one-third of the 373 educators responding to vocational teacher training were not satisfied with the inservice opportunities provided for them.

TABLE 66

TEACHER EDUCATION ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

ANNUAL GOAL: Develop a comprehensive public relation programs to promote vocational teaching as a profession.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Show an increase in the number of students enrolling in programs leading to vocational certification.	$230,204	$-0-	$462,414	Develop a packet of public relations materials to be mailed to potential vocational teachers. Develop a system to contact top students in the vocational and technical education programs to give them information on vocational teaching as a profession. Develop materials to be used by the media.

TABLE 66

TEACHER EDUCATION ANNUAL PLAN
FISCAL YEAR 1979

Public Law 94-482: Subpart 3
Instructional Level: Multi
Agency: Office of Vocational Education

ANNUAL GOAL: Provide opportunity for every instructor to participate in workshops, seminars, and formal courses dealing with current technology in their areas of specialty.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
2. Enroll 20 percent of currently employed vocational teachers in workshop learning experiences designed to help keep them current in their areas of specialty.				State Department of Education and teacher education institutions jointly sponsor workshops for teachers by service area for periods of time ranging from two days to two weeks. Teacher Education departments will offer specialized in-service courses for certification and graduate credit.

FIVE-YEAR GOAL AND OBJECTIVES
FY 1982

Long-Range Goal:

Provide concerned and qualified teaching staff for all vocational programs.

Strategies:

1. Develop and initiate a comprehensive public relations program to promote vocational teaching as a profession.
2. Make professional development courses readily available to all vocational teacher and administrative personnel.

●GRANTS TO ASSIST IN OVERCOMING SEX BIAS

SUPPORT ACTIVITIES FOR OVERCOMING SEX STEREOTYPING AND SEX BIAS IN VOCATIONAL EDUCATION

I. Philosophy

The State Board supports the concept that special attention must be given to solving the problem of sex stereotyping and bias in vocational education programs and wishes to promote activities and support services which would assist in overcoming barriers of sex discrimination and stereotyping in vocational education.

II. Funding Policy

Federal funds alloted under the 1976 Vocational Education Amendments, Subpart 3 (Program Improvement and Supportive Services), shall be made available on a grant award basis to local educational agencies and other eligible recipients to support activities which show promise of overcoming sex stereotyping and sex bias in vocational education.

III. Policy Statements

Support activities for overcoming sex stereotyping and sex bias may include:

A. Research projects on ways to overcome sex stereotyping and sex bias in vocational education programs:

B. Development of curriculum materials that eliminate sex stereotyping;

C. Development of criteria for use in determining whether curriculum materials are free from sex stereotyping;

D. Examination of current curriculum materials to assure that they are free of sex stereotyping;

E. Training to acquaint guidance counselors, administrators, and teachers with ways of:

   1. Effectively overcoming sex bias; and

   2. Assisting girls and women in selecting careers.

487

IV. NEEDS ASSESSMENT/RATIONALE

All persons who need, desire, and can benefit from vocational education programs should have access to such programs regardless of sex. In instances where enrollment to a course or program is nontraditional to one sex, affirmative steps should be taken to attract/recruit members of that sex. Such actions would be very much in keeping with goals to furnish equal access to vocational education and to eliminate sex bias and sex-role stereotyping from all vocational education programs.

The needs assessment on sex bias and sex-role stereotyping, as supported by data in Tables 51 and 52 (pages 321 and 325) show the need for the continuation of special efforts to eliminate barriers to equal access to programs in vocational education.

V. ANNUAL GOAL

To support activities for overcoming sex stereotyping and sex bias.

Objective

Based on the availability of funds, the Office of Vocational Education will fund projects to assist in efforts to eliminate sex bias and sex-role stereotyping in vocational education.

Strategy

A committee will be selected to review projects that will be considered for funding under this Section.

The procedure used to determine which projects should be funded will closely parallel procedures as outlined by the Research Coordinating Unit entitled "Procedures (pages 385-387) and "Time Line for Proposal Solicitation and Selection" (page 387).

VI. FIVE-YEAR GOAL

To support activities which show promise of overcoming sex bias and sex-role stereotyping.

Strategy

A committee will be selected to review projects that will be considered for funding under this Section.

The procedure used to determine which projects should be funded will closely parellel procedures as outlined by the Research Coordinating Unit entitled "Procedures" (pages 385-387) and "Time Line for Proposal Solicitation and Selection" (page 387).

● SUBPART 4

SPECIAL PROGRAMS FOR DISADVANTAGED

SPECIAL PROGRAMS FOR DISADVANTAGED, SUBPART 4

I. Philosophy

The fundamental principle underlying the system of vocational education for disadvantaged persons in South Carolina is to effectively provide occupational skill training and supportive services that are consistent with State Manpower requirements and the identified needs of secondary/adult student populations to be served. The system is dedicated to helping each individual: overcome or minimize to the greatest extent possible their particular disadvantaging condition; realize their vocational objective; and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires, and potential abilities. Vocational education programs are open to all disadvantaged individuals and function to serve all qualified persons without regard to sex, race, social status or any other areas of potential discrimination.

II. Funding Policies

A. Funds shall be made available under Subpart 4 of the 1976 Education Amendments to provide programs for students located only in areas of high concentration of youth unemployment or school dropouts, and to pay up to 100 percent (100%) of the cost of vocational education for disadvantaged persons. (See Tables 67 and 68).

B. Funds shall be allocated to eligible recipients on a competitive basis. Each district will be limited to a maximum of two teacher based programs.

C. Eligible school districts may apply to the State Department of Education for use of these funds as a part of their local application.

D. Priority should also be given to mainstreaming of students into regular programs.

E. Provisions shall be made for the participation of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or projects involved is to meet, to the extent consistent with the number of such students.

F. Prevocational programs are not authorized to be funded using Subpart 4.

III. Policy Statements

A. Major emphasis shall be given, to the maximum degree possible, to assist disadvantaged persons to participate in regular vocational education programs (mainstreaming).

B. The ultimate responsbility for efficiently providing programs for disadvantaged students that effectively meet their individual needs rests with the local educational agency or other eligible recipients.

C. Vocational programs for disadvantaged students shall be coordinated with programs conducted by other State agencies/organizations for disadvantaged persons, to the maximum extent possible.

D. Measurable objectives shall be established to meet the individual needs of each disadvantaged student participating in a vocational education program.

E. The first priority for vocational education programs for disadvantaged students shall be job skill training coupled with supplemental assistance on an individual basis (i.e., reading, math, counseling, etc...).

F. Cooperative training shall be utilized for disadvantaged students, in vocational programs wherever possible, and appropriate, in order to assist these individuals in achieving satisfactory personal and social adjustments.

G. Disadvantaged persons who are unable to succeed in regular vocational programs shall qualify for special vocational assistance. Person who can benefit from regular programs with minor adjustments do not qualify for separate vocational programs.

H. Disadvantaged means:

1. Persons (other than handicapped persons) who:

    (a) Have academic or economic disadvantages; and
    (b) Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

2. Academic disadvantaged, for the purposes of this definition of disadvantaged, means that a person:

    (a) Lacks reading and writing skills;
    (b) Lacks mathematical skills; or
    (c) Performs below grade level.

3. Economic disadvantaged, for the purposes of this definition of disadvantaged means:

    (a) Family income is at or below national poverty level;
    (b) Participant or parent(s) or guardian of the participant is unemployed;
    (c) Participant or parent of participant is recipient of public assistance, or
    (d) Participant is institutionalized or under State guardianship.

I. Minimum enrollments shall not apply to individualized student based special educational provisions and services; only to self-contained classes.

J. School districts are permitted to contract for the service of support persons to assist in specialized educational instructional programs supported under Public Law 94-482.

K. These Federal vocational funds shall be used to help persons who cannot succeed in a regular program without special assistance. Districts are encouraged within the resources available to them to assist students to succeed in the least restrictive environment; to provide supplemental help where necessary to an individual student if at all economically feasible so he can progress toward occupational goals in a regular class situation. Only as a last resort should separate classes be organized.

L. Regular programs which include disadvantaged students who are mainstreamed must comply with program standards for regular courses as listed in Section E., Secondary Occupations Programs funded under Subpart 2.

M. Self-contained classes of disadvantaged students will also meet program standards for regular courses except as noted above, and except those requirements relating course credits to diplomas on graduation. Certain students shall be awarded certificates designed and issued by the school district in lieu of diplomas.

N. Local school districts shall be responsible for the administration of programs funded under Public Law 94-482 to eleemosynary organizations located within their respective geographical area.

TABLE 67

COMPOSITE UNEMPLOYMENT INDICATORS

County	Percent Vocational Unemployment 1/	Percent FY 1976 Unemployment 2/	% FY 1976 Est. Youth Unemployment 3/	Composite Unemployment Figure
Abbeville	2.1	6.6	15.1	23.8
Aiken	18.9	6.8	12.3	38.0*
Allendale	4.3	12.0	17.8	34.1*
Anderson	8.0	5.2	15.1	28.3
Bamberg	4.3	6.7	9.6	20.6
Barnwell	20.6	11.2	12.6	44.4*
Beaufort	25.6	10.1	5.9	41.6*
Berkeley	15.1	7.7	12.6	35.4*
Calhoun	14.8	4.7	9.7	29.2
Charleston	14.2	7.1	14.9	36.2*
Cherokee	12.8	7.0	22.8	42.6*
Chester	10.6	6.4	20.5	37.5*
Chesterfield	11.3	8.0	11.9	31.2
Clarendon	14.6	6.4	11.5	32.5
Colleton	22.9	9.6	20.4	52.9*
Darlington	29.1	8.6	15.4	53.1*
Dillon	26.3	10.0	18.3	54.6*
Dorchester	19.7	7.5	15.5	42.7*
Edgefield	7.4	4.7	3.6	15.7
Fairfield	23.5	5.7	5.5	34.7*
Florence	16.4	7.8	20.3	44.5*
Georgetown	7.1	10.9	17.1	35.1*
Greenville	8.2	5.9	9.9	24.0
Greenwood	13.7	5.4	12.9	32.0
Hampton	37.5	7.6	16.6	61.7*
Horry	8.4	8.1	14.7	31.2
Jasper	33.3	11.9	16.2	61.4*
Kershaw	13.8	6.6	19.6	40.0*
Lancaster	14.7	6.0	14.1	34.8*
Laurens	4.9	7.1	10.9	22.9
Lee	35.5	7.1	17.4	60.0*
Lexington	9.4	6.7	8.1	24.2
McCormick	0	9.1	14.7	23.8
Marion	9.2	7.1	21.0	37.3*
Marlboro	18.1	14.4	40.4	72.9*
Newberry	3.2	4.8	10.9	18.9
Oconee	6.1	9.1	15.6	30.8
Orangeburg	19.8	7.4	15.2	42.4*
Pickens	5.0	5.7	6.0	16.7
Richland	16.5	5.6	7.5	29.6
Saluda	0	5.7	8.6	14.3
Spartanburg	8.0	6.5	15.5	30.0
Sumter	16.3	8.4	24.5	49.2*
Union	7.9	6.1	16.6	30.6
Williamsburg	21.4	6.2	15.4	43.0
York	13.3	6.3	16.4	36.0*
South Carolina	13.8	6.9	13.1	33.8

1/ Source: Office of Vocational Education 1977 Placement Follow-up (% Available for Placement)

2/ Source: Civilian Labor Force Estimates in South Carolina by County - Annual Averages Data projected from 1976 Current Population Survey (CPS) Benchmark. S. C. Employment Security Commission Manpower Research and Analysis/LMIA.

3/ Source: Job Seeking Youth as a percent of the Estimated Youth Labor Force for 1976 by County. (These figures do not represent an official youth unemployment rate, such a rate is unavailable at the county level. These data were developed to give some indication of the observed pressures in youth labor markets by county. The Youth Labor Force figures were derived by the 1976 census share of the 1976 annual average county labor force. The youth job seekers data were computed by averaging the quarterly applicants, 22 and below, by county, on file in local Employment Service Offices) S. C. Employment Security Commission, Manpower Research and Analysis, Manpower Information User Services.

* Counties with unemployment composite indicators greater than the state average 33.8.

TABLE 68
DROPOUT SUMMARY 1975-1976

Grades 1-12 and Special Education

DISTRICTS	NUMBER DROPOUTS	ENROLLMENT	PERCENT DROPOUTS
ABBEVILLE	25	4,323	.6
AIKEN	375	22,959	1.6*
ALLENDALE	42	2,362	1.8*
ANDERSON			
District 1	115	4,664	2.5*
District 2	72	3,702	1.9*
District 3	35	2,419	1.4*
District 4	39	2,338	1.7*
District 5	156	11,908	1.3*
BAMBERG			
District 1	-None-	2,123	-None-
District 2	20	1,629	1.2
BARNWELL			
District 19	21	1,330	1.6*
District 29	12	1,020	1.2
District 45	20	2,137	.9
BEAUFORT	128	9,562	1.3*
BERKELEY	155	20,515	.8
CALHOUN	22	2,446	.9
CHARLESTON	758	52,265	1.4*
CHEROKEE	168	8,573	2.0*
CHESTER	90	7,290	1.2
CHESTERFIELD	78	8,617	.9
CLARENDON			
District 1	16	2,120	.8
District 2	60	3,104	1.9*
District 3	21	1,183	1.8*
COLLETON	160	6,445	2.5*
DARLINGTON	144	12,616	1.1
DILLON			
District 1	6	1,217	.5
District 2	89	4,677	1.9*
District 3	13	1,923	.7
DORCHESTER			
District 1	18	1,668	1.1
District 2	112	8,383	1.3*
District 3	-None-	1,384	-None-
EDGEFIELD	21	3,452	.6
FAIRFIELD	60	4,609	1.3*
FLORENCE			
District 1	134	14,092	.9
District 2	24	1,428	1.7*
District 3	35	4,853	.7
District 4	35	1,640	2.1*
District 5	20	1,232	1.6*
GEORGETOWN	192	9,127	2.1*
GREENVILLE	351	54,702	.6
GREENWOOD			
District 50	149	9,388	1.6*
District 51	25	1,268	2.0*
District 52	32	1,468	2.2*

TABLE 68 (Continued)

DISTRICTS	NUMBER DROPOUTS	ENROLLMENT	PERCENT DROPOUTS
HAMPTON			
District 1	2	2,466	.1
District 2	28	1,539	1.8*
HORRY	239	18,819	1.3*
JASPER	43	3,080	1.4*
KERSHAW	93	8,485	1.1
LANCASTER	146	11,182	1.3*
LAURENS			
District 55	79	5,518	1.4*
District 56	97	3,828	2.5*
LEE	38	4,183	.9
LEXINGTON			
District 1	25	6,805	.4
District 2	108	11,420	.9
District 3	47	2,557	1.8*
District 4	1	1,514	.1
District 5	25	8,037	.3
MCCORMICK	29	1,971	1.5*
MARION			
District 1	18	3,044	.6
District 2	44	2,911	1.5*
District 3	2	849	.2
District 4	10	491	2.0*
MARLBORO	118	7,321	1.6*
NEWBERRY	83	6,566	1.3*
OCONEE	147	9,887	1.5*
ORANGEBURG			
District 1	20	1,276	1.6*
District 2	8	1,087	.7
District 3	13	4,051	.3
District 4	14	1,619	.9
District 5	18	6,442	.3
District 6	3	1,268	.2
District 7	11	1,087	1.0
District 8	1	565	.2
PICKENS	165	13,532	1.2
RICHLAND			
District 1	446	32,523	1.4*
District 2	167	10,294	1.6*
SALUDA	16	2,346	.7
SPARTANBURG			
District 1	19	4,014	.5
District 2	81	6,299	1.3*
District 3	57	3,384	1.7*
District 4	57	2,643	2.2*
District 5	94	4,271	2.2*
District 6	74	7,470	1.0
District 7	255	11,750	2.2*
SUMTER			
District 2	87	9,748	.9
District 17	144	9,960	1.4*
UNION	59	6,754	.9
WILLIAMSBURG	72	8,669	.8

TABLE 68 (Continued)

DISTRICTS	NUMBER DROPOUTS	ENROLLMENT	PERCENT DROPOUTS
YORK			
District 1	75	3,525	2.1*
District 2	25	2,702	.9
District 3	132	12,544	1.1
District 4	58	2,463	2.4*
STATE TOTALS	7,644[1/]	618,920	1.2

1/ State Total includes figures for districts in which schools were not identifiable due to incorrect BEDS Codes.

* School Districts with dropout rates greater than the State average.

Sources: Dropout Summary Report, 1975-1976 and 180-Day Enrollment Report, 1975-1976. Compiled by Office of Research, Management Information Section, August 27, 1976.

TABLE 69

PRIORITY RANKING OF LOCAL EDUCATIONAL AGENCIES FOR FEDERAL FUNDING UNDER SUBPART 4 OF P.L. 94-482

Priority Ranking	School Districts	
1	Georgetown	01
2	Beaufort	01
3	Colleton	01
4	Charleston	01
5	Aiken	01
6	Berkeley	01
7	Horry	01
8	Darlington	01
9	Oconee	01
10	Florence	01
11	Sumter	17
12	Williamsburg	01
13	Marlboro	01
14	Cherokee	01
15	Florence	03
16	Orangeburg	03
17	Lee	01
18	Edgefield	01
19	Clarendon	02
20	Calhoun	01
21	Richland	01
22	Anderson	05
23	Pickens	01
24	Kershaw	01
25	Chester	01
26	Sumter	02
27	Dorchester	02
28	Fairfield	01
29	Newberry	01
30	McCormick	04
31	Dillon	02
32	Florence	04
33	Clarendon	01
34	Clarendon	03
35	Greenville	01
36	Lancaster	01
37	Chesterfield	01
38	Spartanburg	07
39	Union	01
40	York	03
41	Laurens	55
42	Greenwood	50
43	Abbeville	60
44	Orangeburg	05
45	York	01
46	Allendale	01
47	Spartanburg	05
48	Anderson	02
49	Marion	02
50	Laurens	56
51	Jasper	01
52	Barnwell	45
53	Marion	01
54	Anderson	04
55	Hampton	01
56	Saluda	01
57	Anderson	03
58	Dorchester	03
59	Greenwood	52
60	Hampton	02
61	Florence	05
62	Richland	02
63	Spartanburg	06
64	Anderson	01
65	Spartanburg	02
66	Spartanburg	04
67	York	04
68	Dillon	03
69	York	02
70	Dillon	01
71	Florence	02
72	Orangeburg	04
73	Dorchester	01
74	Orangeburg	07
75	Orangeburg	01
76	Barnwell	29
77	Marion	04
78	Lexington	02
79	Lexington	01
80	Spartanburg	01
81	Orangeburg	06
82	Lexington	03
83	Bamberg	01
84	Greenwood	51
85	Orangeburg	02
86	Bamberg	02
87	Barnwell	19
88	Orangeburg	08
89	Marion	03
90	Lexington	05
91	Spartanburg	03
92	Lexington	04

IV. Annual (FY 79) Program Plan

A. Needs Assessment. Local Applications submitted to the state reflect an estimated 26,000 secondary school students potentially meeting the definition of Public Law 94-482 as disadvantaged.

B. Rationale. Enrollment reports submitted by school districts reflect a total of about 16,600 disadvantaged students being served including about 500 using Subpart Four. Plans to meet these needs in FY 79 reflect about a 100% increase in numbers.

TABLE 70

VOCATIONAL EDUCATION FOR DISADVANTAGED

ANNUAL PLAN - FY79

Public Law 94-482, Subpart Four
Instructional Level: Secondary
Agency: Office of Vocational Education

Annual Goal: To provide appropriate vocational education opportunities to meet the needs of the disadvantaged citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 500 the number of disadvantaged youth (as defined in PL 94-482) participating in vocational education programs.	$329,847	$-0-	$-0-	1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement. 2.2 Evaluate 25% of the programs and provide feedback to LEA's. 2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

V. Five-Year (1982) Program Plan

A. Needs Assessment. Local applications submitted to the state reflect an estimated 27,000 secondary school students potentially meeting the definition of Public Law 94-482 as disadvantaged.

B. Rationale. Enrollment reports submitted by school districts reflect about 16,600 disadvantaged students being served including about 500 using Subpart Four. Plans to meet these needs in FY 82 reflect maintenance of a constant level after FY 79.

TABLE 71

VOCATIONAL EDUCATION FOR DISADVANTAGED

FIVE-YEAR PLAN - FY82

Public Law 94-482, Subpart Four
Instructional Level: Secondary
Agency: Office of Vocational Education

Goal: To provide appropriate vocational education opportunities to meet the needs of the disadvantaged citizens of the state.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To continue and increase by 300 (beyond FY79) the number of disadvantaged youth (as defined in PL 94-482) participating in vocational education programs.				1.1 Provide financial assistance to LEA's.
2. To enhance the quality of instruction in 100% of programs.				2.1 Provide technical assistance in program development and improvement.
				2.2 Evaluate 25% of the programs and provide feedback to LEA's.
				2.3 Provide opportunities for in-service programs to improve programs.
3. To assure equal access to 100% of programs.				3.1 Provide assistance in overcoming sex bias and sex stereotyping.

SUBPART 5

CONSUMER AND HOMEMAKING EDUCATION

CONSUMER AND HOMEMAKING EDUCATION

I. Philosophy

The State Board of Education is committed to supporting programs in consumer and homemaking education to meet current societal needs. The primary goal is to help individuals and families improve their home environment and the quality of personal and family life.

The instructional program places emphasis on helping individuals develop skills for homemaking, meeting the changing career patterns of men and women, and preparing them for the combined roles of homemaker and wage earner.

The program is organized around concepts in the following subject matter areas: child development, family life education, parenthood education, nutrition and food use, consumer education and management, housing and home furnishing, human sexuality and clothing and textiles.

II. Funding Policies

A. Federal vocational funds allocated to local educational agencies or institutions under Subpart 5 shall be to support consumer and homemaking education programs.

B. At least one-third of Federal funds allocated under Subpart 5 shall be used in economically depressed areas or areas with high rates of unemployment for consumer and homemaking education programs designed to assist consumers and to help improve the home environment and the quality of family life. Such programs shall be eligible for Federal funding on a 90%-10% matching basis. Districts eligible for funding shall be designated economically depressed by the Economic Development Administration, U. S. Department of Commerce. (See State Map A and Table 67.)

C. Two-thirds of the Federal funds allocated under Subpart 5 for consumer and homemaking education programs shall, as a minimum, be matched on a 50/50 basis with State and/or local monies.

III. Policy Statements

A. All grants for consumer and homemaking education awarded through the South Carolina State Department of Education shall comply with the specifications of Public Law 94-482 and State Board policies and may be used solely for:

Education programs in consumer and homemaking education consisting of instructional programs, services, and activities for grades 9-12, adults, and youth/adult outreach programs, for the occupations of homemaking including but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles which:

(a) Encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners.

(b) Encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal with:

(1) increased numbers of women working outside the home, and increased numbers of men assuming homemaking responsibilities and the changing career patterns of women and men;

(2) appropriate Federal and State laws relating to equal opportunity in education and employment, without regard to race, religion, sex, or national origin.

(c) Give greater consideration to economic, social and cultural conditions and needs especially in economically depressed areas. Such courses may include, where appropriate, bilingual instruction.

(d) Encourage outreach programs in communities for youth and adults giving considerations to special needs such as, but not limited to, aged, young children, school-age parents, single-parents, handicapped persons, educationally disadvantaged persons, and programs providing services for courts and correctional institutions.

(e) Prepare males and females who have entered or are preparing to enter the work of the home.

(f) Emphasize consumer education, management of resources, promotion of nutritional knowledge, and food use, and parenthood education to meet the current societal needs.

B. Ancillary services, activities and other means of assuring quality in all consumer and homemaking education programs such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and State administration and leadership may be supported under Subpart 5 of Public Law 94-482.

C. Local school districts and eligible recipients shall have the ultimate responsibility for efficiently providing effective consumer and homemaking programs.

D. Applications for consumer and homemaking programs shall be submitted by local educational agencies as a part of the annual district plan for vocational education to be reviewed and approved by the Home Economics Section of the Office of Vocational Education.

E. A minimum consumer and homemaking program shall include one year of Basic Consumer and Homemaking and electives from the following courses: Advanced Consumer and Homemaking (yearly course) and first and second level semester courses in: Child Development, Clothing and Textiles, Consumer Education, Family Life Education, Foods and Nutrition, Housing and Home Furnishings, and Human Sexuality.

F. A consumer and homemaking teacher shall be required to hold a Bachelor's degree from an approved college or university and shall be certified to teach the subject assigned.

G. A consumer and homemaking teacher shall be assigned classes requiring no more than four preparations daily.

H. The enrollment for a consumer and homemaking class, in a first level course offered for a single period, shall be a minimum of ten (10) students. A minimum of five (5) students shall be enrolled per class in a second level course.

I. The recommended enrollment in a consumer and homemaking class is 20 students and the maximum enrollment per class is 30 students. Exception: A laboratory class shall not exceed 20 students.

J. No more than one consumer and homemaking course shall be taught during any one class period by a teacher.

K. The school day for a full-time consumer and homemaking teacher shall be a minimum of seven (7) hours.

L. Standards for extended employment of a consumer and homemaking teacher shall be the same as for secondary occupational teachers.

M. Provisions for in-service education, instructional materials and facilities for consumer and homemaking teachers shall be the same as for secondary occupational teachers.

N. Consumer and homemaking programs supported by vocational funds shall comply with the program standards on page 415.

IV. Consumer and Homemaker Needs Assessment

There were 9,671 divorces in South Carolina in 1976. Twenty-four of the 46,665 children born in South Carolina during that year were born to teenage mothers. There were 9,242 illegitimate births during the same year.

In American society, the family bears its major responsibility for the care and rearing of children. What was once a pioneer society of strong, closely-knit extended families has turned into a series of fragmented units, with little contact or interchange between the generations.

The family change affecting the largest number of South Carolina's citizens has been the increase in female-headed households. (83,014 female-headed households - 1970 census).

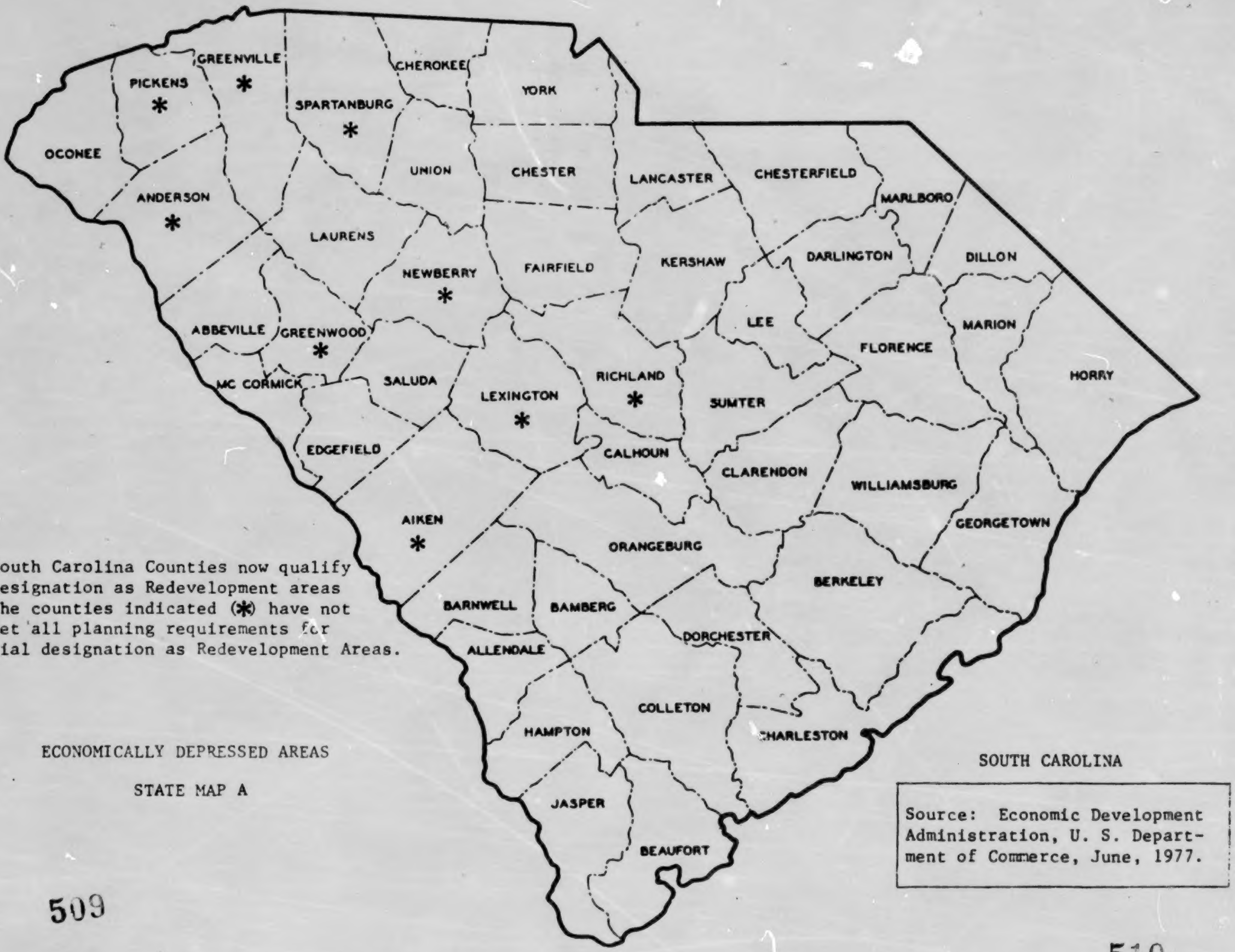
The rapid increase in the number of female-headed families in South Carolina is due to the increasing prevalence of marital separation, divorce and larger proportions of out of wedlock births.

The impart of changing life styles, peer groups and societal pressures contribute to the extreme need for earlier and more offerings in the area of Home Economics.

Everyone is a homemaker and everyone will have the responsibility of managing his personal finances and home at some time in his life. Only twenty-five percent of South Carolina's secondary population elect to enroll in Consumer and Homemaking. The majority of the students, then, are not acquiring knowledge, attitudes and skills which are essential for achieving a satisfactory quality of life.

APPROVED CONSUMER AND HOMEMAKING COURSES

	GRADE LEVEL	PERIODS PER WEEK	MINIMUM MINUTES WEEKLY	NUMBER OF WEEKS	UNIT VALUE
Basic Consumer and Homemaking	9	5	250	36	1
Advanced Consumer and Homemaking	10	5	250	36	1
Child Development I	10-12	5	250	18	1/2
Child Development II	10-12	5	250	18	1/2
Clothing and Textiles I	10-12	5	250	18	1/2
Clothing and Textiles II	10-12	5	250	18	1/2
Consumer Education I	10-12	5	250	18	1/2
Consumer Education II	10-12	5	250	18	1/2
Family Life Education I	10-12	5	250	18	1/2
Family Life Education II	10-12	5	250	18	1/2
Foods and Nutrition I	10-12	5	250	18	1/2
Foods and Nutrition II	10-12	5	250	18	1/2
Housing and Home Furnishings I	10-12	5	250	18	1/2
Housing and Home Furnishings II	10-12	5	250	18	1/2
Human Sexuality I	10-12	5	250	18	1/2
Human Sexuality II	10-12	5	250	18	1/2
Education for Parenthood I	10-12	5	250	18	1/2
Education for Parenthood II	10-12	5	250	18	1/2


PICKENS
GREENVILLE
CHEROKEE
YORK
SPARTANBURG
OCONEE
UNION
CHESTER
LANCASTER
CHESTERFIELD
MARLBORO
ANDERSON
LAURENS
KERSHAW
DARLINGTON
DILLON
NEWBERRY
FAIRFIELD
LEE
MARION
ABBEVILLE
GREENWOOD
FLORENCE
RICHLAND
HORRY
MC CORMICK
SALUDA
LEXINGTON
SUMTER
EDGEFIELD
CALHOUN
CLARENDON
WILLIAMSBURG
GEORGETOWN
AIKEN
ORANGEBURG
BERKELEY
BARNWELL
BAMBERG
DORCHESTER
ALLENDALE
COLLETON
HAMPTON
CHARLESTON
JASPER
BEAUFORT
*

All South Carolina Counties now qualify for designation as Redevelopment areas but the counties indicated (*) have not yet met all planning requirements for official designation as Redevelopment Areas.

ECONOMICALLY DEPRESSED AREAS

STATE MAP A

SOUTH CAROLINA

Source: Economic Development Administration, U. S. Department of Commerce, June, 1977.

FY 1979

ANNUAL PROGRAM PLAN

TABLE 72

Public Law 94-482: Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

CONSUMER AND HOMEMAKING ANNUAL PLAN - FY 1979

PROJECTED ENROLLMENT AND ALLOCATION OF FUNDS

O. E. CODE	TITLE	ENROLL. 1/	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	CONSUMER AND HOMEMAKING EDUCATION				
09.0100	Basic and Advanced Consumer and Homemaking	16,523	$ 307,124	$1,000,378	$ 373,404
RATIONALE:	With increased numbers of women working outside the home, increased numbers of men assuming homemaking responsibilities, and changing career patterns for men and women, basic and advanced courses of study help to prepare students for the occupation of homemaking with emphasis in the areas of child development, foods and nutrition, family health, housing and home furnishings, management and consumer education.				
09.0102	Child Development I and II	5,173	7,772	155,811	69,438
RATIONALE:	Parents are a major influence in children's lives from birth to six years. The study of child development will help the parent or potential parent to be cognizant of the many implications of parenthood: basic needs, developmental stages, and health of children, child protection laws, and community agencies concerned with child health and welfare.				
09.0103	Clothing and Textiles I and II	5,669	12,213	304,540	114,504
RATIONALE:	An understanding of the nature and characteristic of clothing and textile products is basic to greatest consumer satisfaction for individuals and families. Choices are affected by societal expectations and standards, personal values, and resources. Increasing prices of ready-to-wear coupled with the creative outlet offered through clothing construction, influence the inclusion of consumer skills and construction skills in this course of study.				
09.0104	Consumer Education	2.321	4,663	116,858	22,073
RATIONALE:	Management and consumer education can make a positive impact in enhancing the quality of home and family life by assisting males and females to develop skills, attitudes, and habits which will enable them to lead satisfying lives as individuals, family members, and citizens of communities by providing opportunities to apply home management principles, make choices in the market place, and evaluate decisions in terms of immediate and long range efforts.				

TABLE 72 (Continued)

Public Law 94-482: Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

CONSUMER AND HOMEMAKING ANNUAL PLAN - FY 1979

PROJECTED ENROLLMENT AND ALLOCATION OF FUNDS

O. E. CODE	TITLE	ENROLL. 1/	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	CONSUMER AND HOMEMAKING EDUCATION CONT.				
09.0106	Family Life Education I and II	8,809	$ 38,195	$ 325,787	$ 140,716
RATIONALE:	More women working, more men in homemaking, new career patterns for both men and women, new equal opportunity laws, early marriage, young parenthood, and physical mobility are among factors affecting the traditional roles of the family. These factors have increased society's responsibility for helping individuals learn to function effectively as family members, through an understanding of themselves and others, and through establishing a system of values, setting goals, and evaluating progress toward attaining these goals.				
09.0107	Foods and Nutrition I and II	6,900	8,438	231,946	150,373
RATIONALE:	Food problems exist for all families, despite income. Many people are hungry or undernourished because of lack of knowledge, misinformation, poverty and indifference. The course of study is designed to assist both males and females in exploring, examining, interpreting, evaluating and using basic knowledge in nutrition and food management.				
09.0109	Housing and Home Furnishing I and II	3,092	7,772	154,041	70,358
RATIONALE:	The home and its furnishings represent one of the largest and most continuous financial investments of the family unit and affect choices and decisions in relation to both immediate and future goals. Housing and interior design provide means for modifying the environment to meet physical, psychological, and social needs through the study of selection, financing, care and use of housing, home furnishings and equipment.				
09.01099	Human Sexuality	1,562	-0-	99,153	40,927
RATIONALE:	Current society is called "the age of sex revolution," but many parents are ill-equipped for, and thus, neglect entirely, the task of sex education. In addition, role concepts concerning male and female have undergone revolutionary changes. There is a need to help males and females gain knowledge of their own sexuality, an understanding of their feelings concerning human sexuality, maturation and reproduction.				

1/-Enrollments are in Area Vocational Centers and Comprehensive High Schools

TABLE 72 (Continued)

Public Law 94-482: Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

CONSUMER AND HOMEMAKING ANNUAL PLAN - FY 1979

PROJECTED ENROLLMENT AND ALLOCATION OF FUNDS

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	CONSUMER AND HOMEMAKING EDUCATION CONT				
09.01099	Parenthood Education I and II	350	$ -0-	$ -0-	$ -0-
RATIONALE:	Various studies and reports that have been made substantiate the belief that the quality of life an individual enjoys depends upon the quality of parenthood under which that person develops. The effect of parental attitudes on a child's school adjustment; the direct correlation between broken homes, economic security, lack of parental interest and apathy with a dislike for education; the percentage of pregnant brides; the increasing number of children born to unmarried parents; the number of abortions performed; emotionally disturbed children as a result of parental pressures; the birth of drug addicted or afflicted children; and the alarming growth of the number of incidents of child abuse are just some of the factors that point out the critical need for more emphasis on education for parenthood.				

TABLE 73

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Appropriate consumer and homemaking education opportunities consisting of instructional programs, services and activities shall exist for all students in grades 9-12.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To provide financial and technical assistance to LEA's who establish quality educational consumer and homemaking programs for 22% of students enrolled in grades 9-12.	$676,192	$2,770,706	$894,493	1.1 The Office of Vocational Education will support the provision of teachers, equipment, supplies and travel to LEA's. At least one-third of the total Federal funds will be allocated to Economically Depressed Areas. (Refer to P. 457). 1.2 Interpret the program, services and activities as defined in the State Plan to LEA's to insure a diversified program. 1.3 Furnish curriculum and instructional materials and in-service education to administrators, guidance counselors, and teachers upon request or as a part of regular activities and meetings for the implementation of the program. 1.4 Encourage LEA's to organize and use advisory committees which represent the target populations to be served by the consumer and homemaking program. 1.5 Provide resources for administrators, guidance counselors, and teachers to interpret course content of the total consumer and homemaking program. 1.6 Provide seminars/workshops for administrators, guidance counselors and teachers to interpret home economics program.

TABLE 73 (Continued)

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Sex Stereotyping and sex bias will be reduced to assure equal participation of males and females enrolled in consumer and homemaking courses which prepare students for combining the roles of homemaker and wage earner.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. To reduce sex stereotyping and sex bias in consumer and homemaking courses.				1.1 Analyze enrollment reports to determine the degree of sex bias in consumer and homemaking programs. 1.2 Provide in-service sessions for consumer and homemaking teachers to create an awareness of the need to eliminate sex stereotyping and sex bias to meet societal needs. 1.3 Adopt textbooks that are free of sex bias during scheduled textbook adoption week to be used in home economics classes.

TABLE 73 (Continued)

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Semester courses in Consumer Education and Management of Resources, Nutrition and Food Use, and Parenthood Education shall be offered in all consumer and homemaking secondary programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Provide technical assistance to LEA's who will implement semester courses in Nutrition and Food Use in 75% of the Home Economics prgorams on an optional basis to all students who choose it during their secondary school career.				1.1 Interpret consumer and homemaking program objectives to teachers and administrators at annual summer conference in FY 1978.
				1.2 Interpret consumer and homemaking program objectives to teachers and administrators during fall in-service workshops.
				1.3 Provide technical assistance in the development and implementation of courses in Nutrition and Food Use.
2. Provide technical assistance to LEA's who will implement semester courses in Parenthood Education in 20% of the Home Economics programs, etc.				2.1 Interpret consumer and homemaking program objectives to teachers and administrators at annual summer conference in FY 1978.
				2.2 Interpret consumer and homemaking program objectives to teachers and administrators during fall in-service workshops.
				2.3 Provide technical assistance in the development and implementation of courses in Parenthood Education.
				2.4 Provide in-service workshop for teachers who will teach the semester courses in Parenthood Education.
3. Provide technical assistance to LEA's who will implement semester courses in consumer education in 30% of the home economics program on an optional basis to all students who choose it during their secondary school career.				3.1 Interpret consumer and homemaking program objectives to teachers and administrators at annual summer conference in FY 1978.
				3.2 Interpret consumer and homemaking program objectives to teachers and administrators during fall in-service workshops.

TABLE 73 (Continued)

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Semester courses in Consumer Education and Management of Resources, Nutrition and Food Use, and Parenthood Education shall be offered in all consumer and homemaking secondary programs.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
3. (Continued)				3.3 Provide technical assistance in the development and implementation of courses in Consumer Education and Management of Resources.

521

522

TABLE 73 (Continued)

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Appropriate consumer and homemaking educational opportunities consisting of instructional programs, services, and activities shall exist for adults and out-of-school youths.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Provide financial and technical assistance to LEA's who will implement individual or group instruction in consumer and homemaking education for adults and out-of-school youth using teachers on extended employment. Each program shall include one or more of the following groups: school age parents, single parents, the aged, disadvantaged, or handicapped.				1.1 Interpret instructional programs for extended employment to teachers, administrators and counselors by: a. In-service at summer conference b. Letter from State supervisor c. In-service workshop in each of the four districts in May 1.2 Provide in-service training for teachers in the areas of school-age parents and single parents. 1.3 Secure enrollment data and conduct evaluations of out-reach programs.

TABLE 73 (Continued)

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Appropriate ancillary services and activities shall exist to insure quality in all consumer and homemaking education programs including, but not listed to: teachers' training and supervision, curriculum development, research program evaluation, exemplary projects, state administration and leadership.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
1. Provide adequate staff commensurate with consumer and homemaking program operations in South Carolina.				1.1 Provide funds for six staff members and operations in the State and district offices.
2. To develop needed competencies for each State staff member in home economics education through appropriate development opportunities.				2.1 Participate in staff development programs as scheduled. 2.2 Attend and participate in meetings, seminars, and workshops in home economics related fields.
3. To provide in-service education for consumer and homemaking teachers in conjunction with home economics teacher educators.				3.1 Assess the in-service education needs of consumer and homemaking teachers. Provide teacher educators with identified needs of teachers. 3.2 Elicit plans for in-service education from teacher educators. Negotiate needed changes, and approve plans for a minimum of two in-service workshops. 3.3 Provide financial support to two State teacher education institutions for the purpose of in-service education for consumer and homemaking teachers. 3.4 Coordinate with teacher educators in conducting the two in-service meetings. 3.5 Provide financial support to two State institutions for the purpose of in-service education of consumer and homemaking teachers.
4. To encourage and financially support selected teacher programs at institutions which provide pre-service education for prospective consumer and homemaking teachers.				4.1 Provide financial support to two State teacher education institutions for the purpose of pre-service education for prospective home economics teachers.

TABLE 75 (Continued)

CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979

Public Law 94-482, Subpart 5
Instructional Level: Multi
Agency: Office of Vocational Education

Goal: Appropriate ancillary services and activities shall exist to insure quality in all consumer and homemaking education programs including, but not listed to: teachers' training and supervision, curriculum development, research program evaluation, exemplary projects, state administration and leadership.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
5. To evaluate 25% of the consumer and homemaking programs by on-site visits of the consumer and homemaking programs in the State.				5.1 Make on-site visits to 25% of the consumer and homemaking programs to determine the degree of compliance with Local Plans. 5.2 Provide written report to LEA of areas of strength and areas in violation.
6. Develop appropriate curriculum and support materials for consumer and homemaking programs.				6.1 Develop support materials for consumer and homemaking education to include: a. Slide tape presentation on parenthood education b. Equipment list
* State Administration				

FY 1982

FIVE-YEAR PLAN

529

CONSUMER AND HOMEMAKING FIVE-YEAR GOALS

FISCAL YEAR 1982

1. Appropriate consumer and homemaking education opportunities consisting of instructional programs, services, and activities shall exist for all students in grades 9-12.

2. Sex stereotyping and sex bias will be reduced to assure equal participation of males and females enrolled in consumer and homemaking courses which prepare students for combining the roles of homemaker and wage earner.

3. Semester courses in Consumer Education and Management of Resources, Nutrition and Food Use, and Parenthood Education shall be offered in all consumer and homemaking secondary programs.

4. Appropriate consumer and homemaking educational opportunities consisting of instructional programs, services, and activities shall exist for adults and out-of-school youth.

5. Appropriate ancillary services and activities shall exist to insure quality in all homemaking education programs including, but not limited to: teachers' training and supervision, curriculum development, research program evaluation, exemplary projects, state administration and leadership.

TABLE 74

Public Law 94-482: Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

CONSUMER AND HOMEMAKING FIVE-YEAR PLAN
PROJECTED ENROLLMENT AND ALLOCATION OF FUNDS
FISCAL YEAR 1980

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS FEDERAL	STATE	LOCAL
	CONSUMER AND HOMEMAKING EDUCATION				
09.0100	Basic and Advanced Consumer and Homemaking	16,698	$ 332,726	$1,050,397	$ 392,074
09.0102	Child Development I and II	5,220	8,161	163,602	72,910
09.0103	Clothing and Textiles I and II	5,703	12,824	319,767	120,229
09.0104	Consumer Education	2,502	4,896	122,701	23,177
09.0106	Family Life Education I and II	8,997	40,105	342,076	147,752
09.0107	Foods and Nutrition I and II	6,675	8,860	243,543	157,892
09.0109	Housing and Home Furnishing I and II	3,300	8,161	161,743	73,876
09.0107	Human Sexuality	1,600	-0-	104,111	42,973
09.0199	Parenthood Education I and II	500	-0-	-0-	-0-

TABLE 75

Public Law 94-482: Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

CONSUMER AND HOMEMAKING FIVE-YEAR PLAN
PROJECTED ENROLLMENT AND ALLOCATION OF FUNDS
FISCAL YEAR 1981

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	CONSUMER AND HOMEMAKING EDUCATION				
09.0100	Basic and Advanced Consumer and Homemaking	16,800	$349,362	$1,102,917	$ 411,678
09.0102	Child Development I and II	5,425	8,569	171,782	76,555
09.0103	Clothing and Textiles I and II	5,825	13,465	335,755	126,241
09.0104	Consumer Education	2,725	5,141	128,836	24,335
09.0106	Family Life Education I and II	9,120	42,110	359,180	155,139
09.0107	Foods and Nutrition I and II	6,887	9,303	255,720	165,786
09.0109	Housing and Home Furnishing I and II	3,650	8,569	169,830	77,570
09.0107	Human Sexuality	1,650	-0-	109,316	45,122
09.0199	Parenthood Education I and II	600	-0-	-0-	-0-

TABLE 76

Public Law 94-482, Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

CONSUMER AND HOMEMAKING FIVE-YEAR PLAN
PROJECTED ENROLLMENT AND ALLOCATION OF FUNDS
FISCAL YEAR 1982

O. E. CODE	TITLE	ENROLL.	ALLOCATION OF FUNDS		
			FEDERAL	STATE	LOCAL
	CONSUMER AND HOMEMAKING EDUCATION				
09.0100	Basic and Advanced Consumer and Homemaking	16,918	$ 366,831	$ 1,158,063	$ 432,262
09.0102	Child Development I and II	5,573	8,997	180,371	80,383
09.0103	Clothing and Textiles I and II	6,070	14,138	352,543	132,553
09.0104	Consumer Education	2,851	5,398	135,278	25,552
09.0106	Family Life Education I and Ii	9,222	44,215	377,139	162,896
09.0107	Foods and Nutrition I and II	7,041	9,768	268,506	174,076
09.0109	Housing and Home Furnishing I and II	3,883	8,997	170,322	81,448
09.0107	Human Sexuality	1,840	-0-	114,782	47,378
09.0199	Parenthood Education I and II	650	-0-	-0-	-0-

TABLE 77

PROJECTED ENROLLMENT GOALS FOR CONSUMER AND HOMEMAKING EDUCATION

FISCAL YEAR 1979-1982

Public Law 94-482, Subpart 5
Instructional Level: Secondary
Agency: Office of Vocational Education

O. E. CODE	TITLE	ACTUAL	ACTUAL	PROJECTED ENROLLMENT GOALS			
		FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
	CONSUMER AND HOMEMAKING						
09.01	Basic and Advanced Consumer and Homemaking	15,935	16,285	16,523	16,698	16,800	16,918
09.0102	Child Development I and II	4,689	5,173	5,173	5,220	5,425	5,573
09.0103	Clothing and Textiles I and II	5,540	5,691	5,669	5,703	5,825	6,070
09.0104	Consumer Education	2,733	2,717	2,321	2,502	2,725	2,851
09.0106	Family Life Education I and II	9,017	8,862	8,809	8,997	9,120	9,222
09.0109	Housing and Home Furnishings I and II	3,064	2,973	3,092	3,300	3,650	3,883
09.01099	Human Sexuality	547	859	1,562	1,600	1,650	1,840
09.0199	Parenthood Education I and II	-	200	350	500	600	650
09.0107	Foods and Nutrition I and II	-	6,877	6,900	6,950	7,000	7,050

VOCATIONAL

YOUTH ORGANIZATIONS

Youth Organizations

Philosophy

Vocational education student organizations serve to strengthen vocational education programs and provide the opportunity for total student development - a concept necessary to all vocational education students as they prepare to enter the labor market and assume successful roles in society.

South Carolina Department of Education supports the following vocational education student organizations:

Instructional Areas	Name of Organization
Agriculture Education	Future Farmers of America
Distributive Education	Distributive Education Clubs of America
Health Occupations	Health Occupations Students of America
Consumer and Homemaking and Occupational Home Economics	Future Homemakers of America-HERO
Office Occupations	Future Business Leaders of America
Trade and Industrial Education	Vocational-Industrial Clubs of America

Funding Policies

Federal funds under Subpart 2 for vocational education may be used by the State to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional program under provision of approved State plans for vocational education.

P.L. 94-482 states that funds may not be used in support of the following vocational student organization activities:

(1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage:

(2) Purchase of supplies, jackets, and other effects for students' personal ownership;

(3) Cost of non-instructional activities such as athletic, social, or recreational events;

(4) Printing and disseminating non-instructional newsletters;

(5) Purchase of awards for recognition of students, advisors, and other individuals; or

(6) Payment of membership dues.

Program Policies

Vocational education youth organizations shall function as an integral part of the instructional program of the respective service areas and shall serve as essential teaching tools for the practical application of technical skills and knowledge in leadership, cooperation and citizenship. Activities conducted by State associations shall be consistent with State Department of Education objectives, policies, and procedures.

Needs Assessment

Of the 128,500 potential secondary students who need and could participate in youth activities in FY'78, 16,000 participated for a 13% involvement.

Five-Year Goal

A continuation of the annual goal for FY'79 - To enhance the quality of vocational education in South Carolina by providing opportunities for students to participate in youth organization activities.

Public Law 94-482, Subpart 2
Instructional Level: Secondary
Agency: Office of Vocational Education

Table 78

VOCATIONAL YOUTH ORGANIZATIONS - ANNUAL PLAN FY 1979

Annual Goal: To enhance the quality of vocational education in South Carolina by providing opportunities for students to participate in youth organization activities.

OBJECTIVES	ALLOCATION OF FUNDS			STRATEGIES
	FEDERAL	STATE	LOCAL	
Opportunities will be provided for secondary students in vocational education to participate in the program of the vocational student organizations. Current participation is 13%; projected for FY'79 is to increase to 25%.	Included in Subpart 2 - Occupational Secondary, Programs			1. The Program Planning and Development Section staff will coordinate opportunities for youth organization members to participate in six state and six national conferences. (DECA, FBLA, FHA/HERO, FFA, HOSA, VICA) 2. The Program Planning and Development Section staff will coordinate district meeting to develop extended learning experiences for the following groups: DECA - four FBLA - four FFA - eight FHA/HERO - eight VICA - ten HOSA - four 3. Provide technical and supportive services to assist vocational education student organizations in their efforts to improve the quality and relevance of instruction.

539

VI. PUBLIC HEARINGS

VI. Public Hearings

A. Notification of dates for public hearings and materials were provided as follows:

Date of Notification	Sent to	Material Provided with Notice
3/10/78	County, District and Area School Superintendents	Individual Letters
	Secondary School Principals	Individual Letters
	Vocational Center Directors	Individual Letters
	Local Advisory Council Chairmen	Individual Letters
	State Supported Colleges/ Branches	Individual Letters
	Teacher Educators	Individual Letters
	Technical Education Colleges/ Centers	Individual Letters
	S. C. State Agencies	Individual Letters
	S. C. Associations & Selected Women's Organizations	Individual Letters
	S. C. American Indian Organizations	Individual Letters
	S. C. Educational Association	Individual Letters
	S. C. Vocational Association	Individual Letters
	State Board Planning Committee	Individual Letters
3/10/78	Major Daily Newspapers, Radio and Television Stations	Notice and cover letter with instruction for advertising

B. Public Hearings on the FY 1979 Annual State Plan for Vocational-Technical Education were conducted by the State Board of Education assisted by the Director, Office of Vocational Education. These hearings were held as follows:

Dates	Time	Location	Attendance
4/13/78	2:00 P.M.	Foothills AVC, Greenville	20
4/18/78	2:00 P.M.	Cooper River AVC, Charleston	27

Dates	Time	Location	Attendance
4/19/78	2:00 P.M.	Marion Mullins AVC, Marion	26
4/20/78	2:00 P.M.	J. Marion Sims Bld., Richland (Columbia)	30

C. Views Expressed:

A listing of views expressed together with the disposition taken by the State Board of Education are shown on the following pages.

513

FY 1979 STATE PLAN FOR VOCATIONAL - TECHNICAL EDUCATION
VIEWS EXPRESSED AT PUBLIC HEARINGS AND DISPOSITION BY STATE BOARD OF EDUCATION

VIEWS EXPRESSED	DESCRIPTION OF DISPOSITION
1. A student completing a secondary vocational program who enrolls in a post-secondary vocational program of the same nature, should count as a positive placement for purposes of program evaluation.	1. Rejected - The percentage of completers placed in a job directly related to their vocational training is based on the total number of completers available for placement. It is established policy that completers continuing their education at a higher level will not be counted negatively. (Refer to Page 38 4. b. 12)
2. Revise the Local Applications forms 8A and 8B to reflect data already on BEDS.	2. Rejected - This suggestion does not directly relate to the development of the State Plan but rather is concerned with methodology for reporting personnel/financial data on the Local Applications. This suggestion will be considered in reviewing the FY 1980 local application forms for possible revision.
3. Can set-aside money that is turned back to the state be used for teacher education, to prepare and help teachers work with disadvantaged and handicapped students?	3. Federal funds under Section 102(a) of P. L. 94-482, set asides for disadvantaged and handicapped, can be used for any purpose under subpart 2 & 3 including teacher education. However, it is State Board of Education policy that unused/returned set-aside funds be reallocated to other local educational agencies based on priority of need. (Refer to Page 45 (G))
4. Provide tutoring programs for children who need help in reading or basic skills.	4. Accepted - The purpose of the set-aside funds for the disadvantaged is to provide remedial instruction and other services to enable students to succeed in the regular vocational program. (Refer to Page 238, III)

FY 1979 STATE PLAN FOR VOCATIONAL - TECHNICAL EDUCATION
VIEWS EXPRESSED AT PUBLIC HEARINGS AND DISPOSITION BY STATE BOARD OF EDUCATION

VIEWS EXPRESSED	DESCRIPTION OF DISPOSITION
5. Provide training programs for vocational counselors.	5. Accepted - This has been included in the FY 1979 State Plan. (Refer to Vocational Guidance Section Page 380).
6. Provide: Additional Vocational guidance counselors, additional Vocational guidance materials, and increased salaries for vocational guidance counselors.	6. Rejected - This is under the authority and responsibility of local educational agencies. Federal allocations to eligible recipients under Subpart 3 of P. L. 94-482 may be used for these purposes, as documented in their approved local application.

VII. COORDINATION OF PROGRAMS FUNDED UNDER P. L. 94-482 AND MANPOWER TRAINING PROGRAMS (CETA)

A. State Level

Effective coordination of programs was achieved at the state level between the State Board of Education (Office of Vocational Education), Governor's Manpower Division (CETA), and the State Board for Technical and Comprehensive Education, by means of: joint meetings, participation on State Plan development Task Force Committees, and participation on the State Board Planning Committee. This coordination resulted in the formulation and implementation of effective measures to refine manpower supply/employment demand data, forming a sound basis for program planning to meet the state's manpower needs.

B. Local Level

The local application for Federal support of Vocational Programs under P. L. 94-482 required each eligible recipient to provide assurance that programs would be "developed in consultation with all other educational and training agencies providing services in the area". Further, the Local Application requires each Local Advisory Council to describe how the proposed programs, services, and activities were coordinated with training offered locally under the Comprehensive Employment Training Act (CETA).

VIII. COMPLIANCE OF THE STATE PLAN WITH THE PROVISIONS CONCERNING EQUAL ACCESS TO PROGRAMS BY BOTH MEN AND WOMEN

The sex equity efforts in South Carolina for FY 1978 evolved around diverse activities and strategies. Some of the major accomplishments include the following:

Activities and Strategies

1. In-service education sessions were held which involved secondary and college students, secondary and college teachers, counselors, superintendents, center directors, and state staff. Additional technical assistance was provided to the aforementioned groups for follow up and in the furtherance of sex equity goals.
2. An indepth "Report on the Status of Males and Females" in vocational education programs has been completed. This report addresses enrollment trends and employees in vocational education programs.

In summary, an analysis of the degree of emphasis placed on each of the required functions as specified in PL 94-482 is assessed in the table that follows. The required functions are listed in the right column and the number and percent of time spent on initiatives for activities which relate to that function is provided correspondingly.

ABBREVIATED FUNCTION STATEMENTS	NUMBER OF ACTIVITIES	PERCENT OF TOTAL ACTIVITIES
Take action to create awareness of activities to reduce sex bias	20	29.41
Gather, analyze, disseminate data on status of men and women students and employees	5	7.35
Develop and support actions to correct problems	18	26.47
Review distribution of grants	2	2.94
Review all vocational education programs for sex bias	5	7.35
Monitor implementation of laws prohibiting sex bias in hiring and firing	1	1.47
Assist LEAs in improving vocational education opportunities for women	10	14.70
Make information available to State Board	4	5.88
Review self-evaluations (Title IX)	1	1.47
Review and submit recommendations for 5 year State Plan	2	2.94

Incentives (An explanation of the results of the incentive plan corresponds to each incentive item as specified on Page 329 of the FY 1978 State Plan.)

1. The criteria used to determine "significant progress" were (a) vocational programs with no less than 20 and no more than 80 percent of either sex and (b) districts which offered at least five of the nine federally funded vocational education programs. Based on the above criteria, none of the school districts met the requirements and only one satisfied the first criteria. However, consideration may be given to recognizing the most qualifed of all of the districts.

2. Two projects have been recommended for funding under Subpart 3 (grant award to overcome sex bias and sex-role stereotyping). One of the project purposes is to recruit women for careers in technology and engineering. The other is to assist women in readying themselves for technology careers and providing a resource center for that purpose.

3. Two local educational agencies submitted the best local applications (based on established criteria) to eliminate sex bias and sex-role stereotyping, as contained in the local application for federal and state support of vocational education and were given a grant award to assist in carrying out their plans.

4. The RFP for grant awards under Subpart 3 of PL 94-482 specified that the applicant should provide adequate evidence of previous involvement in eliminating sex bias and sex-role stereotyping or the submission of appropriate plans to eliminate sex bias and sex-role stereotyping in the proposed project and proposed results, end products, outcomes, and dissemination.

IX. PARTICIPATION OF LOCAL ADVISORY COUNCILS

In compliance with the requirements of P. L. 94-482, each eligible recipient established a Local Advisory Council to provide advice on current job needs and the relevancy of courses to be offered in meeting these needs. Each Local Advisory Council was required to submit a report to the State Board of Education (Office of Vocational Education), as a part of the Local Application for Federal support of Vocational Programs, and included: meeting dates and number of persons attending; list of advisory council members/titles/organizations; description of recommendations made in the formulation of the Local Application; and, a description of how the proposed programs/services/activities were coordinated with training offered locally under the Comprehensive Employment Training Act (CETA).

The results of the participation of Local Advisory Councils in the formulation of local vocational program plans should be significant in relation to more effectively meeting the needs of students and employers.